SELF-REPRESENTATION IN ACADEMIC WRITING: A CORPUS-BASED EXPLORATORY STUDY OF THE COLLEGE OF NURSING STUDENTS'ACADEMIC WRITING

by

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ABSTRACT

This corpus-based, exploratory study attempts to fill a gap in the realm of knowledge on writer's self-representation in academic writing. It aims to examine the writer's discoursal self manifested by the utilisation of first person pronouns, focusing on the functional roles they occupy in multi-genre texts (paragraphs and essays) generated by non-native, undergraduate students at different levels of the College of Nursing in the cities of Al-Ahsa (CON-A) and Jeddah (CON-J) in Saudi Arabia. The students' texts were compiled in two sub-corpora: CON-A (27160 words) and CON-J (15413 words). The data have been analysed quantitatively and qualitatively employing a data-driven framework of writer discoursal self, which includes the categories of the roles inhabited by the writer 'inside' and 'outside' the text. The results mainly show the strong presence of writer as a *person*, who performs roles outside the text, and the rare use of writer as an *academic*, who occupies roles inside the text. A number of other observations have been made, which will help form a better understanding of students' writing and their perception of *identity* in writing. Factors that appear to have influenced the students' discoursal choices and acts have been proposed. Taking the findings into account, the thesis concludes with proposing some practical suggestions for raising awareness in L2 writing pedagogy, and identifying some future research.

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TABLE OF CONTENTS

TABLE OF FIGURES

LIST OF TABLES

LIST OF ABBREVIATIONS

CON-A	College of Nursing in the city of Al-Ahas
CON-J	College of Nursing in the city of Jeddah
EFL	English as a Foreign Language
ESL	English as a Second Language
ESP	English for Specific Purposes
ID	Identification number
IRB	The Institutional Review Board
KSAU-HS	King Saud bin Abdul-Aziz University for Health Science
L1	Native or first language
L2	Second or other language
NR	New Rhetoric Studies
NS	Native speaker/student
NNS	Non-native speaker/student
SFL	Australian Systemic Functional Linguistics

1. INTRODUCTION

1.1. The motivation for the study

When I was a teaching assistant at the College of Nursing in Saudi Arabia, my main mission, like all other English teachers at the college, was to help students grasp English writing fundamentals in order to generate as much grammatically and lexically accurate writing as possible. This was an essential part of the English courses' aims as will be explained later. The issue of writer identity manifested by the use of personal pronouns was never a great concern either to me or to my students. That was the case until I came to the UK on a scholarship to pursue my postgraduate studies. The context in the UK was completely different. I started receiving comments on my writing assignments about 'things' which I had never heard about before such as voice and stance. I also received comments that my use of personal pronouns was abundant, and due to this abundancy, my writing did not look academic. This made me wonder about the kind of writing my English as a Foreign Language (EFL) students "who need to learn to write in English" in a context "in which English is not regularly spoken or written as a language of the community" (Grabe & Kaplan, 1996: 24) have been doing and the kind of identity manifested in their writing. In particular, given comments on my overuse of personal pronouns in my writing, investigating this aspect in writing appeared to be especially useful.

Embarking on my journey to discover the notion of *identity* in academic writing, two contrasting views have been encountered. One is the traditional view which considers academic writing as a distant impersonal prose that should be devoid of writer presence (see e.g. Arnaudet & Barrett, 1984). This extreme convention that academic writing is impersonal in nature has been repudiated by numerous

scholars, who assert that there is room for negotiating writer identity in academic writing (e.g. Bondi , 2007; Clark, 1992; Clark & Ivanič, 1997; Diani, 2008; Fløttum, 2005; Ivanič, 1994, 1995, 1998; Ivanič & Simpson, 1992; Lillis, 1997, 2001). A strong position has been taken against the notion of impersonality and objectivity in writing by Ivanič & Simpson (1992: 144) who argue:

> if writers do choose an objective style, depersonalising ideas, this is when the writing can run into trouble for both the readers and for the writers themselves. For readers an impersonal style makes it difficult to work out what the writers really mean, and where they stand. Writers trying to use an impersonal style often lose track of what they really mean, winding up in long, contorted sentences. They are not cutting themselves out of their writing; instead, they are creating an image of themselves as people who have an objective view of knowledge.

Fully subscribing to the second line of thinking, I continued searching this large body of research endeavouring to find out more about the notion of *identity*. Elbow's (1995: 72) notion of the two roles of "academic" and "writer" that "students should be able to inhabit ...comfortably" was particularly interesting, and introduced me to the idea that there are multiple selves.

The view that writer identity is multi-dimensional has been held by a number of social researchers. Goffman is one of the earliest scholars to acknowledge the multi-dimensional self. His original work on social interaction describes an individual as being both a *performer* and *character* (Goffman 1969 cited in Ivanič, 1998: 20). In his later work (Goffman, 1981 cited in Ivanič, 1998: 21) the individual is described in relation to language production where the individual can be an *animator* (the person who physically produces the words), *author* (the person responsible for composing the words) and *principal*

(the person responsible for the ideas). Cherry has also looked more closely at writing and rhetoric. He indicates that "self representation in writing is a subtle and complex multi-dimensional phenomenon that skilled writers control and manipulate to their rhetorical advantage" (Cherry, 1988: 385). Ivanič's (1998) seminal research interprets writer identity in terms of four different, inter-related possibilities of selfhood in a text, thus attesting to its multi-dimensionality (a detailed review of these studies is presented in Chapter 3).

Looking more closely at research in the area of writer identity, it can be seen that most of the focus in the studies on writing generated by native and non-native writers (whether advanced or novice) has been devoted to exploring the role of the *academic* (Fløttum, 2005; Harwood, 2005a, 2005b, 2005c; Hu & Cao, 2015; Hyland, 1999, 2001; 2005a, 2005b, 2008, 2012; John, 2009; Kuo, 1999; Mur, 2007; Vassileva, 1998; Zhao, 2013 among others). Furthermore, there have been many roles (rhetorical moves) identified for writer as an *academic* in the area of English as a First Language (L1) and English as a Second Language (ESL) writing, which discussion in Chapter 3 will reveal. There is yet little known about the role of writer as a *person*. For reasons which could not be identified, this aspect has not received much attention, hitherto, especially in the field of English as a Foreign Language (EFL) writing. The present thesis aims to fill this gap.

1.2. The context of the study

The study was conducted in two Colleges of Nursing in Saudi Arabia: the College of Nursing in the city of Al-Ahsa (CON-A) and the College of Nursing in the city of Jeddah (CON-J). Both colleges are affiliated to King Saud bin Abdul-Aziz University for Health Science (KSAU-HS), which is located in

the capital city of Riyadh. All the students of these colleges are Saudi females whose first language (L1) is Arabic. They ranged in age from 19 to 24 years old and were enrolled in a four-year generic baccalaureate programme, referred to as Stream 1 (see Appendix B), which is divided into two two-year sub-programmes: pre-professional and professional (see Appendix C). Part of the two-year pre-professional programme at King Saud bin Abdul-Aziz University for Health Science (KSAU-HS) is an intensive English language programme delivered over three semesters. These semesters are classified as follows: the first semester is a lower intermediate level (level 1); the second is an upper intermediate level (level 2); and the third semester is an advanced level (level 3).

The goal of this English programme, as stated in its description, is to "provide students with extensive daily practice in academic reading, vocabulary, oral communication, grammatical structures and writing. It also aims to help these students acquire the language skills necessary for pursuing careers in the health sciences and undergo practical training in an environment where English will be a medium of instruction and communication". There are a number of courses designed to fulfil the aims of this programme; each course is meant to focus on a certain language skill (more information on the courses taught is provided in Chapter 4). The students enrolled in this programme are high school science graduates who have had limited exposure to English during their secondary studies, and one can assume limited opportunities to use English outside the classroom.

The educational system in Saudi Arabia

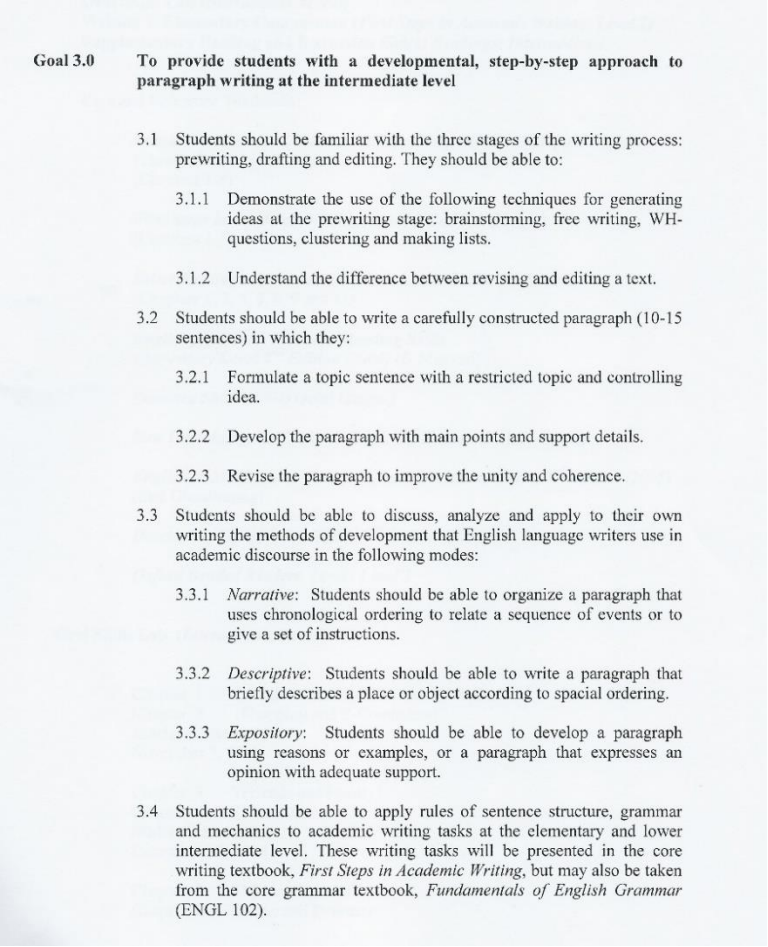
When embarking on their journey of learning, Saudi students, both in the public and private sectors, typically spend sixteen years studying at four fundamental levels: primary (six years), intermediate (three

years), secondary (three years), and university level (four years). At the secondary level, female students are given the freedom to choose either the Arts or Science path. The choice made will determine their specialty at the tertiary level, as Arts will be the way to soft sciences and Science will allow them to study hard sciences. English in Saudi Arabia is taught as a Foreign Language (EFL) and used to be introduced for the first time at intermediate level. Since the academic year 2000-2001 the educational law has changed introducing English to students at the primary level, starting from the fourth grade. The situation in the private schools differs as English is introduced right from the first grade at the primary level.

Until recently, more traditional approaches to language learning have predominated in the Saudi educational system (Al-Hazmi, 2003; Al-Hazmi & Schofield, 1999, 2007; Asiri, 1996; Bersamina, 2009; Grami, 2010). Concerning the teaching of English, Saudi schools are a place "where ability to write simple current English is a recognized objective not substantially achieved" (Al-Hazmi, 2003: 237). Students are taught basic English skills, including reading, vocabulary and grammar, listening, and writing. Much of the focus in English classes, however, is devoted to sentence structure and paragraph construction. High grades are largely determined by the students' performance in exams, which focus on grammatical accuracy and fluency. Generally speaking, students learning English experience varying degrees of difficulty at different levels. In writing, for example, discourse organisation, paragraphing, and cohesion, and, most importantly, lexical and grammatical structures are particularly problematic.

Product-based teaching prevails in this environment. Writing is considered a straightforward activity, and treated as marks on a page, as related words, as clauses, and structured sentences (Hyland, 2003). Teaching writing relies heavily on modelling composition to students and asking them to imitate the

writing patterns of these models in their own prose. Thus, students' "writing development is considered to be the result of imitating and manipulating models provided by the teacher" (Hyland, 2003: 3). The quality of the final product is evaluated in light of criteria such as content, organisation, vocabulary and grammatical use, spelling, and punctuation (Brown, 1994: 335). Under the teachers' guidance, control, and assistance, students are given questions to answer, an outline to expand, an incomplete piece of writing to complete, or an erroneous text to rectify (see Brown, 1994; Pincas, 1982; Pincas, 2001).



Goal 3.0 **To provide students with a developmental, step-by-step approach to paragraph writing at the intermediate level**

3.1 Students should be familiar with the three stages of the writing process: prewriting, drafting and editing. They should be able to:

3.1.1 Demonstrate the use of the following techniques for generating ideas at the prewriting stage: brainstorming, free writing, WH-questions, clustering and making lists.

3.1.2 Understand the difference between revising and editing a text.

3.2 Students should be able to write a carefully constructed paragraph (10-15 sentences) in which they:

3.2.1 Formulate a topic sentence with a restricted topic and controlling idea.

3.2.2 Develop the paragraph with main points and support details.

3.2.3 Revise the paragraph to improve the unity and coherence.

3.3 Students should be able to discuss, analyze and apply to their own writing the methods of development that English language writers use in academic discourse in the following modes:

3.3.1 *Narrative*: Students should be able to organize a paragraph that uses chronological ordering to relate a sequence of events or to give a set of instructions.

3.3.2 *Descriptive*: Students should be able to write a paragraph that briefly describes a place or object according to spacial ordering.

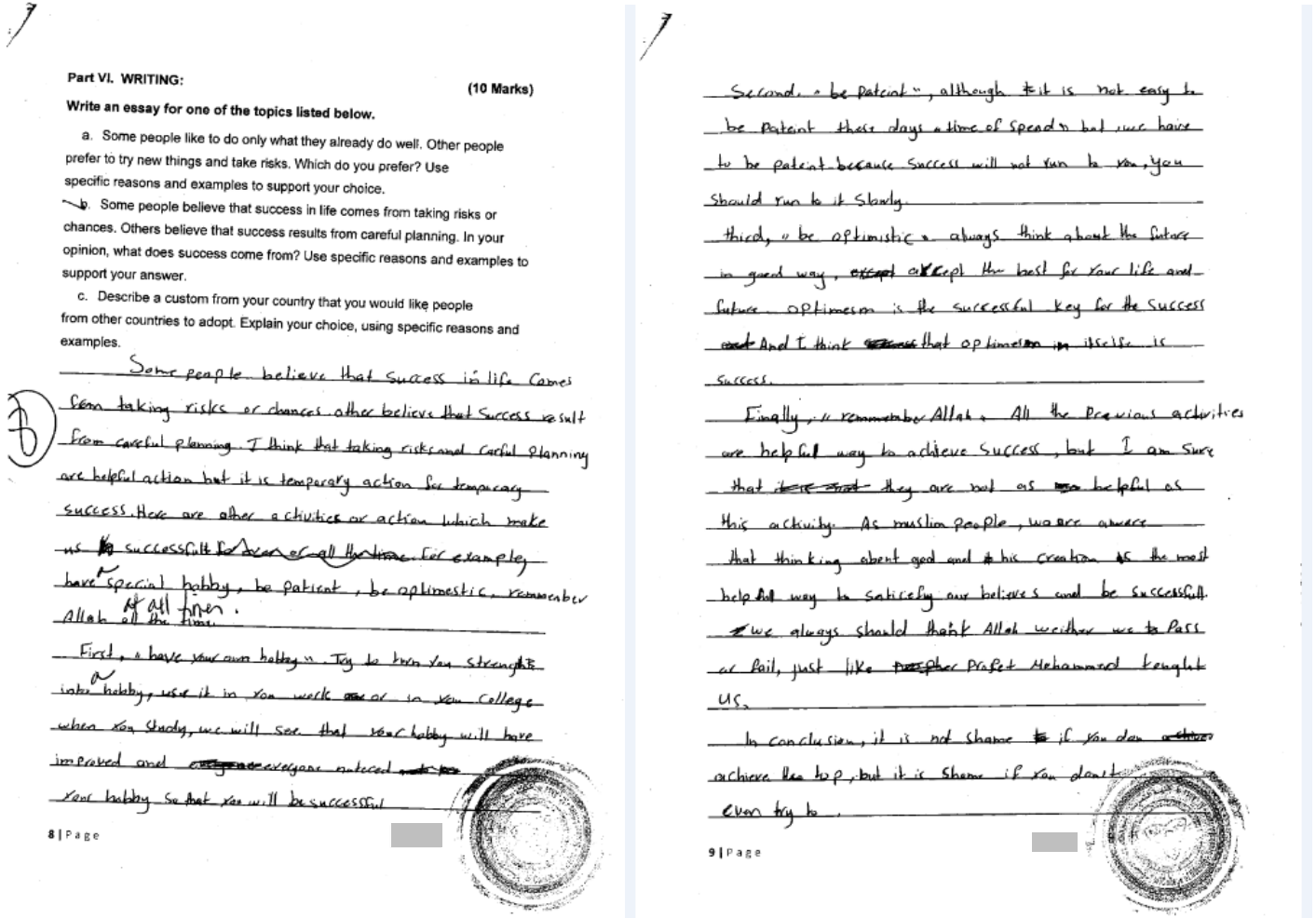
3.3.3 *Expository*: Students should be able to develop a paragraph using reasons or examples, or a paragraph that expresses an opinion with adequate support.

3.4 Students should be able to apply rules of sentence structure, grammar and mechanics to academic writing tasks at the elementary and lower intermediate level. These writing tasks will be presented in the core writing textbook, *First Steps in Academic Writing*, but may also be taken from the core grammar textbook, *Fundamentals of English Grammar* (ENGL 102).

Figure 1.1 An extract from the statement of the goals of ENGL 101

The nature of texts examined in this study

The details provided in Figure 1.1 suggest that the prevailing approach at the College of Nursing is the functional approach. This is, however, profoundly influenced by the structural approach or the product-based approach embraced in most of Saudi's English classes. As stated in clause 3.2 in the figure above, one of the main goals of the course ENGL 101, which is designed for level 1 students, is to foster students' ability to develop paragraphs through the creation of topic sentences and supporting sentences. Developing different types of paragraphs of different genres such as narration, description, and exposition is another essential task students should master in order to progress to writing a five-paragraph essay in levels 2 and 3 (see Appendix D for full details of the courses' description and goals). The term 'essay' is used in the context of the College of Nursing in reference to the "highly conventionalized classroom genre … that has been perpetuated by writing textbooks and standardized assessments" (Matsuda & Jeffery, 2012: 152). Figure 1.2 below is a piece of writing produced by a third-level student in CON-A. It presents the physical manifestation of an essay comprising the common basic "structural entities" of "Introduction-Body-Conclusion" (Hyland, 2003: 7). In addition to essays, there are paragraphs which consist of a topic sentence and 10-15 supporting sentences (Chapter 4 elaborates further on the nature of these texts). In the next section, I introduce the phenomenon explored in the study, giving a preliminary overview of the concept of writer identity as understood in the literature and defined in this thesis.



Part VI. WRITING: **(10 Marks)**

Write an essay for one of the topics listed below.

a. Some people like to do only what they already do well. Other people prefer to try new things and take risks. Which do you prefer? Use specific reasons and examples to support your choice.

b. Some people believe that success in life comes from taking risks or chances. Others believe that success results from careful planning. In your opinion, what does success come from? Use specific reasons and examples to support your answer.

c. Describe a custom from your country that you would like people from other countries to adopt. Explain your choice, using specific reasons and examples.

Some people believe that Success in life Comes from taking risks or chances other believe that Success result from careful planning. I think that taking risk and careful planning are helpful action but it is temperary action for temporary success. There are other activities or action which make us successfull for even of all the time. For example, have special hobby, be patient, be optimestic, remember Allah all the time.

First, « have your own hobby ». Try to turn you strenghts into hobby, use it in you work or in you college when you study, we will see that your hobby will have improved and you can extract your hobby so that you will be successful

8 | Page

Second, « be patient », although it is not easy to be patient these days « time of speed » but we have to be patient because Success will not run to you, you should run to it Slowly.

third, « be optimistic » always think about the future in good way, accept the best for your life and future optimism is the successful key for the Success And I think that optimism in itself is Success.

Finally, « remember Allah » All the Previous activities are helpful way to achieve Success, but I am Sure that they are not as helpful as this activity. As muslim people, we are aware that thinking about god and his creation is the most helpful way to satisfy our believes and be successfull. we always should thank Allah weither we to Pass or fail, just like prophet Mohammed taught us.

In conclusion, it is not Shame if you don achieve the top, but it is Shame if you don't even try to.

9 | Page

Figure 1.2 An essay written by a student at level 3 in CON-A

1.3. The Conceptualisation of identity in writing

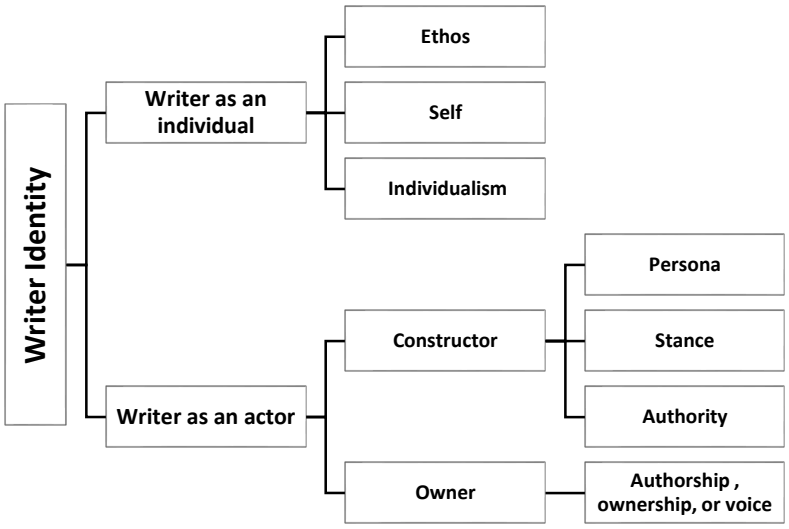


Figure 1.3 The concepts of writer identity (a reclassification of John, 2005: 5)

As introduced in Section 1.1 above, writer identity is multi-dimensional. Figure 1.3 demonstrates a reclassification of a series of terminology representing writer identity originally suggested by John (2005). This categorisation briefly summarises the breadth of the terms commonly correlating with the notion of *identity* based on how they have been utilised and conceptualised in the literature. The concepts associated with writer identity fall into two main categories: the first category of terms relates to the writer as an *individual*. When personal characteristics related to the writer's individuality are described,

the terms *ethos* (Cherry, 1988), *individualism* (Elbow, 1981, 1999) and *self* (Clark & Ivanič 1997; Ivanič, 1998) are often used.

The second group represents the writer as an *actor*. It is mostly associated with the actions of the writer. As shown in the figure above, these actions have been subdivided into two further groups. The first one refers to the writer as a *constructor* of their *persona* (Cherry, 1988), *stance* (Biber, Johansson, Leech, Conrad, Finegan & Quirk 1999; Hyland, 1999) and *authority* (Clark & Ivanič, 1997; Hirvela & Belcher, 2001; Hyland, 2001). The second group describes the writer's *authorship* (Bartholomae, 2003) or ownership where the writer is an *owner* or possessor of something such as a voice, text, or idea (Cadman, 1997; Greene, 1995; Hirvela & Belcher, 2001; Matsuda, 2001; Ramanathan & Atkinson, 1999; Stewart, 1992). John (2005: 5) highlights the interchangeability of these terms with the term *identity*, especially in social studies, arguing that *voice*, for instance, "is often interchangeably used with *individualism* and *self*" and that "*authority* and *stance* are often perceived as being related to the notion of the academic voice".

While this categorisation is merely an attempt to provide a concise overview of how writer identity has been described variously and differently in writing research, yet the complexity of the notion of *identity* and the overlapping nature of its characteristics make it difficult to have a clear-cut classification of this kind. In Chapter 3, I consider how researchers interpret and investigate some of the terms mentioned earlier. It will be shown that the term *self*, for example, has been adopted in Clark & Ivanič (1997) and Ivanič's (1998) model of writer identity not merely to describe personal characteristics of the writer but also to portray actions performed to express their *stance* and *authority*. These terms will be highlighted

in Chapter 3 in which I also stipulate the overemphasis placed on the terms *authority* and *voice* in student academic writing scholarship.

In this research, the broad term *identity* is employed predominantly on occasions where I refer to this notion as approached in the literature. I specifically use it when reviewing studies in Chapter 3, and occasionally in other chapters. By this use I allude to the theoretical concept of a writer's identity, which entails many different aspects as interpreted by scholars in academic writing and conveyed by the notions in Figure 1.3. The scope of terming then narrows down to *self* (and *selves*) in Chapter 4 as I propose a model of the writer's discoursal identity, looking particularly at forms of self-representation[1] and alluding, in doing so, to interpretations made by Clark & Ivanič (1997) and Ivanič (1998) (see Chapter 3). The term *self* (*selves*) serves the purposes of this research, which is specifically concerned with the writer's personality established by the use of first person pronouns. In conjunction with *self*, I use the terms *persona* (Cherry, 1988) and *stance* (Biber, *et al*. 1999) throughout the rest of the thesis in order to elucidate how the discoursal aspects of the writer's *self* have been manifested in the students' prose investigated. All these concepts are fully explained and illustrated in Chapter 4. A final point to highlight is that when referring to 'the writer' generically I use the plural third-person pronouns (they, them, their), as has been done in the first two chapters (Chapters 2 and 3) of the thesis. The reference to 'the writer' in the following three chapters (Chapters 4, 5, and 6) is to the actual producer of the texts; therefore, the pronouns she/her are used.

[1] The idea of self-representation emerges in the work of Goffman (1959, reissued by Penguin, 1969 and 1981), and has been developed by Cherry (1988) and Ivanič (1994, 1995, 1998).

1.4. A summary of the aims of the thesis

The overall aim of this thesis is to investigate writer discoursal identity in written texts produced in an EFL context by non-native, undergraduate students. It explores how self-representation is manifested in writing via first person pronouns. This thesis will:

1. identify occurrences of first personal pronouns,
2. determine the various roles represented by the first person pronouns,
3. propose a model of writer discoursal self in student academic writing,
4. ascertain factors contributing to the discoursal selves fronted and the roles inhabited in the texts, and
5. examine these factors to identify aspects revealed about the students' writing.

1.5. The contribution of the study

This thesis attempts to fill a gap in the knowledge about writer's self-representation in academic writing. It looks at how discoursal identity is constructed in the written text mainly through one linguistic/textual feature, that is, first person pronouns (plural and singular). It specifically explores this phenomenon in non-native writing produced in an EFL context. As stated above most of the studies conducted in L1 and ESL contexts (as will be discussed further in Chapter 3) have tackled one facet of the writer's discoursal self, namely the *academic*. The present study attempts to provide a broad view of the way writer's *self* is discoursally manifested via both roles: the writer as an *academic* and the writer as a *person*, paying special attention to the latter being a role heavily present in EFL writing, but an aspect rarely addressed

in the scholarship of L2 writer identity. The study expounds in detail the various possible roles that the writer as *a person* front when utilising first person pronouns and seeks to identity the factors influencing these roles taken up by the students in order to increase our understanding of non-native students' writing.

Methodologically speaking, this study takes advantage of computer technology to facilitate dealing with the large amount of texts complied. Computer software such as NoteTab Pro, TextCrawler, and Excel spreadsheets have been used in creating databases (metadata sheets), tagging the texts, and quantifying the occurrences of the linguistic/textual features examined. Use of the technology makes viable the processing of data on a large scale that would have been difficult to achieve otherwise. Quantifying the textual features imparts a broad horizontal perspective which is then further enriched by a two-level manual analysis: micro-analysis which looks at the subject + VPs (verb phrases) and NPs (noun phrases), and a macro-analysis which expands the scope beyond the sentence level to the paragraph level and the whole text. This analysis allows the data to be examined in greater depth by providing a vertical, narrow focus on the data. This thesis thus endeavours to combine the quantitative with the qualitative, the horizontal with the vertical, the textual with the contextual approaches (Thompson, 2001). Comparisons and contrasts are also made, but it should be noted that they are not a primary aim in this study as much as they are a process used to observe figures depicting the distinct writers' discoursal acts as will be explained further in Chapter 4.

This thesis proposes a framework for the analysis of the writer's discoursal identity, more specifically the writer's personality established by the use of first person pronouns. The model developed and the categories devised are not novel. The division of the roles performed by first person pronouns into 'inside' and 'outside' the text made in the model has been introduced in the work of Petch-Tyson (1998)

and Ädel (2006) who have identified different rhetorical functions acted by these pronouns within and outside the text. Moreover, the notion of writer *personality* has been partially tackled in Ädel's book *Metadiscourse in L1 and L2 English*. Ädel's main aim, however, was not to explore the personal aspect of writer identity; rather, she was concerned with providing a model of metadiscourse which makes a functional distinction between two types: *Metatext* and *Writer-reader interactions*. *Metatext* as Ädel (ibid.: 36) states is characterised by "spell[ing] out the writer's (and/or the reader's) discourse acts, or refer[ring] to aspects to the text itself, such as its organisation or wording, or the writing of it". The second type is concerned with the "the linguistic expressions that are used to address readers directly, to engage them in a mock dialogue" (ibid.: 37). Both categories have been classified into several sub-types that diversify according to the discourse function intended. Notions such as 'experiencing' and 'participation' which occur in the 'real life' level or non-discoursal level, were all excluded and overlooked, delimiting the scope of investigation and analysis to the discourse level solely. The model in this study – in addition to considering elements of metadiscourse – humbly contributes to the realm of research on writer identity, especially in L2 writing. It brings to the centre of attention the 'real life' notions associated with writer personality in texts by identifying these notions and categorising, analysing, and interpreting occurrences in authentic writing generated by students in an EFL context.

Finally, there is a large body of research which highlights the influence that students' first language (L1) has on their use of language in general. It has to be stressed here that it is not the intention of this study to explore variables such as the effect of the writers' L1 on the phenomenon investigated, i.e. on the roles fronted and discoursal self taken up by the writers as this would require a study of a different kind, so a decision has been made to focus attention on the discourse practices alone. Although it is not a primary

aim of the study to inform pedagogy, some suggestions which are thought to be helpful in raising awareness in L2 writing pedagogy about writer identity have been proposed (see Chapter 7).

1.6. Overview of the thesis

Chapters 2 and 3 review the relevant research on the two areas that are central to this thesis. Chapter 2 presents a conceptualisation of 'writing' and a discussion of the terms 'discourse community' and 'genres', examining how they are viewed in the literature. Chapter 3 presents research on theories of writer identity. The main aim of these chapters is to explain the concepts and explicate how they are approached, interpreted, and employed in this thesis.

Chapter 4 sets up a model of the writer's discoursal self (selves) by investigating the various roles occupied by first person pronouns in non-native student academic writing using the concepts of how writer identity is understood in texts (Cherry, 1988; Clark & Ivanič 1997; Ivanič, 1998;) and the ways in which texts are organised (Ädel, 2006; Crismore 1984; Crismore & Farnsworth, 1990; Crismore, Markkanen & Steffensen, 1993; Vande Kopple, 1988). This chapter also focuses on the methodology of the study. It provides descriptions of the data, the data collection procedures, and the corpus utilised in this study. It reports on the data processing procedures, the research design and the methodological approach that was adopted.

Chapters 5 and 6 present and discuss the results of the analysis conducted on the data collected from the College of Nursing-AlAhsa (CON-A) and the College of Nursing-Jeddah (CON-J). Chapter 5 provides an overview of the pronouns utilised in CON-A and CON-J: Stream 1 levels 1, 2, and 3. It also presents a thorough explanation of the roles taken by the first person plural pronouns encountered in the students'

prose in both colleges. Chapter 6 is dedicated to discussing the roles taken by the first person singular pronouns in the students' texts in CON-A and CON-J. Each role is discussed and the prominent features of the roles are highlighted. A comparison of the results from all the levels in both colleges is conducted throughout the discussion, which concludes in Chapter 6 by postulating some factors contributing to the construction the students' discoursal self.

Chapter 7 restates the main findings of the study in terms of how they relate to the research questions. It provides an evaluation of the study as a whole, indicating some limitations relating to aspects of the research such as the corpus compiled, the framework devised, and the methodology adopted. Some pedagogical suggestions for the purpose of drawing attention to aspects pertinent to the findings obtained will be proposed. The thesis finally concludes with suggestions for further research.

2. WRITING: FUNDAMENTAL CONCEPTS

2.1. Introduction

This chapter is the first of two chapters covering the background theory of the research and setting the scene for the study. As outlined in Chapter 1, this thesis aims to explore writer discoursal identity manifested by the use of first person pronouns in students' academic writing. Writer identity and first person pronouns thus are essential elements which need to be examined. Prior, however, some basic concepts will be introduced. The review will commence with a brief introduction to writing in Section 2.2 where the focus is narrowed to the social aspect of writing. In Section 2.3 I present the concept of 'discourse community', provide an overview of the various conceptualisations of this term, and identify how this thesis perceives it. Section 2.4 links the discussion on the academic discourse community to the student writer, highlighting the difficulties encountered by native and non-native students when entering such communities and explaining the aims behind this. The concept of 'genre' is the focus of Section 2.5, in which various definitions are offered. In this section, I briefly introduce the leading genre schools, concentrating on the contribution made by the Sydney School, which is discussed in more detail in Section 2.5.3. Section 2.6 briefly presents some writing genres which are investigated during the course of analysis in this thesis. It is important to stress that the review is not comprehensive as it selects the aspects that are of either direct or possible relevance to the study.

2.2. Writing as a social act

Composition theorists perceive writing as an activity which occurs in a social context (e.g. Cooper, 1986; Miller, 1984; Reither, 1985). Bruffee (1981 cited in Cooper, 1986: 366) argues that "writing is not an inherently private act but is a displaced social act we perform in private for the sake of

convenience". Reither (1985: 621) strongly believes that "writing cannot be artificially separated from the social rhetorical situation in which writing gets done". Similar perspectives are also posited by Grabe & Kaplan (1996: 106) who assert that writing "cannot be seen as isolated from the social world of interaction", and Cooper (1986: 366) who emphasises its dependability on social structures and processes. Likewise, Lillis (2001) holds the view that writing is one of the language practices that is performed within a contextual situation and culture. In her explanation of the relationship between language practices and social context/culture, she says that "language as discourse practice signals that specific instances of language use – spoken or written – do not exist in isolation but are bound up with what people do - practices- in the material, social world" (ibid.: 34).

Writing is a key academic activity. Ivanič (1998: 76) identifies academic writing as being "one type of literacy" which involves "ways of knowing particular content, languages, and practices" (Johns, 1997: 2). Johns (ibid.) reports that this term also "refers to strategies for understanding, discussing, organising, and producing text". She concludes by stating that literacy is not restricted to reading and writing; rather, it is an inclusive term which "integrate[s] into one concept the many and varied social, historical, and cognitive influences on readers and writers as they attempt to produce texts" (ibid.). Ivanič (1998: 19) characterises literacies as "the culturally shaped practices surrounding the use of written language among which what might be called 'linguistic practices' are a subset". This kind of conceptualisation, though might lack the consensus, as it confines literacy to only one form of language, yet it places emphasis on academic writing as a socially constituted element of literacy. There has been a substantial growing "trend towards a social view of academic writing in theory and research" (Ivanič, 1998: 77). Gosden (1995: 39) argues that writing is a "social act that can take place only within a specific context and audience; the knowledge, the language and the nature of discourse are determined by the discourse community for which it is written". Similarly, this thesis views

academic writing as an engagement in a social process in which the generation of texts is affected by practices that are established by the social, cultural, and institutional context. The consideration of writing as a social act is important as it has led to the emergence of the notion of 'discourse community' (Grabe & Kaplan, 1996), and has played a profound role in shaping genre theory in relation to writing as will be highlighted in the following sections. This leads us to the next section where I discuss the notion of 'discourse community' or 'discourse communities'.

2.3. The notion of 'discourse communities'

The concept of 'discourse community' has been the focus of a large body of research mainly driven by the view that writing is a language practice performed in and constructed by the social context (Barton, 1994; Bizzel, 1994; Herzberg, 1986; Hyland, 2009a, 2009b; Ivanič, 1998; Johns, 1997; Swales, 1990; Woodward-Kron, 2004); however, it is still unclearly defined in the literature, and has hitherto been considered "one of the most indeterminate in writing" (Hyland, 2009b: 35). Bazerman (1994: 128) notes that "most definitions of discourse community get ragged around the edges rapidly" indicating that arriving at a meaning that explains the essence of that term is not an easy task.

Hyland & Hamp-Lyons (2002: 7) pose several questions about characterising a discourse community:

> [a]re they disciplines, with their enormous diversity of competing and tangential theories, directions and allegiances? Or are they university departments? Or users of an internet list? Should we see them as Becher's (1989) 'invisible colleges' of specialists working on similar problems? As Swales' (1998) 'place discourse communities', identified by their typical genre sets? As Porter's (1992) participants in approved forums of discourse? Or as Lave and Wenger's (1991) communities of practice, cohering through their engagement in some situated activity?

Obtaining a definitive answer to such questions is not possible as it is largely affected by the personal preferences of scholars and the ways they develop their research into composition studies. As Bizzel (1994: 222-223) emphasises, dependence on personal aims and approaches to research makes obtaining an "authoritative definition" of discourse community that can win different scholarly parties' assent rather difficult. The following lines will introduce some definitions that impart a sense of how this term has been identified by various scholars, paying special attention to the academic discourse community; not because it is of central concern in the current study, but because it is the focus of much research on student writing. Embodied in the notion of 'academic discourse community' are a number of issues (e.g. tertiary students' struggle to become eligible members of university and master its academic practices) which I will highlight in Section 2.4. These issues will be tested during the course of analysis in this study for the sake of (i) measuring their influence as claimed by the scholars in the field of academic writing, and (ii) determining their impact on the students whose writing is being investigated.

In a broad sense, Bizzel (1994: 222) defines 'discourse community' as "a group of people who share certain language-using practices". They are "relatively stable groups whose members subscribe […] to a consensus on certain ways of doing things and using language" (Hyland, 2009a: 49). Although these "members may have shared beliefs, [they] are unlikely to be homogeneous sites of consensus" (Woodward-Kron, 2004: 141). A view shared by Bazerman (1992: 63) who deems these "sites" as being "heteroglossic contention" and Hyland (2000: 9) who considers them as being not "monolithic and unitary". Woodward-Kron (ibid.) stresses the impermanence of participants and participation in any given discourse community, exemplifying such phenomenon by a group of undergraduate students (who were the subjects of her study) who "briefly experience the discipline of Education as a field of study[;] a discipline which in itself includes other disciplinary strands such as Sociology,

Psychology and the Philosophy of Education". Such diversity in one context, namely Education, makes the students' engagement variable, dynamic, and consequently unpredictable. However, it is believed that these attributes may apply largely to disciplinary discourse communities, or communities bound by language-related practices (or other practices), or communities bound by social or ethnic ties.

A substantial number of studies on 'discourse community' (communities) draw on Swales' (1990) work. His much-cited definition identifies discourse communities as "sociorhetorical networks that form in order to work towards sets of common goals" (ibid.: 9). According to Swales, discourse communities have the following six defining characteristics:

1. A discourse community has a broadly agreed set of common public goals.
2. A discourse community has mechanisms of intercommunication among its members.
3. A discourse community uses its participatory mechanisms primarily to provide information and feedback.
4. A discourse community utilizes and hence processes one or more genres in the communicative furtherance of its aims.
5. In addition to owning genres, a discourse community has acquired some specific lexis.
6. A discourse community has a threshold level of members with a suitable degree of relevant content and discoursal expertise. (Swales, 1990: 24-27)

While Swales describes communities as groups which use language in order to achieve communal goals, other writers (e.g. Johns, 1997; Porter, 1986) suggest that common interests, rather than collective goals, are crucial. However, assuming that what holds members of a community together

is “a broadly agreed set of common public goals” implies “a rather monolithic idea of a discourse community” (Ivanič, 1998: 79), which ignores what Harris (1989) identifies as the effects of broader social forces supporting the social practices of communities.

Ivanič (1998) observes that Swales’s definition has added two salient details that other conceptualisations of discourse community have not considered. First, Swales identifies specific activities in which discourse members participate (2 and 3) and, this, in Ivanič’s point of view, “brings literacy practices into the definition, rather than the rather narrow textual focus of many definitions” (ibid.: 79). Second, he states the attributes of discourse communities (4 and 5) which, as she reports, “makes the link with his own work on genre” (ibid.). In an attempt to draw the boundaries between the different ‘discourse communities’ to provide a more vivid picture of it, Ivanič (ibid.: 80) poses two main questions, which have framed her conclusion presented below.

1. Is there such thing as an overarching ‘academic discourse community’ which can be marked from other discourse communities?
2. Do the different departments of a university constitute different discourse communities?

Considering that ‘discourse communities’ “are not monolithic [and] can merge, overlap and spilt along new lines” (ibid.: 80), Ivanič assumes that the term ‘discourse community’ can be employed “for very large social groups or for very small social groups”, arguing that it is possible to “talk about ‘the academic discourse community’ in general, specific disciplinary discourse communities, and possibly also micro-discourse communities such as a particular tutorial group in a particular department” (ibid.: 81). Clark’s (1992: 118) indicates that this notion:

> implies that there is a set of shared values and beliefs of discoursal conventions. These conventions establish what is legitimate knowledge, what are the appropriate ways of learning and writing about that knowledge and what are the legitimate roles and behaviours of the members of that community.

The "legitimate knowledge" in Clark's description refers to what Hyland (2009a: 58) states as "discipline", which characterises "knowledge, institutional structures, researchers, and resources in the working world of scholarship'". Clark further explains that a discipline is "determined by social power as epistemological categories", and that it is "prudent to distinguish between forms of knowledge and knowledge communities" (ibid.: 60). Similar to Ivanič's (1998) assumption, Clark (1992) points out that the academic discourse community, like all other communities, is not homogenous.

An interesting view held by Hyland & Hamp-Lyons (2002: 7) is that "we need to avoid framing discourse communities as determinate, static, autonomous, and predictable arenas of shared and agreed upon values and conventions", asserting at the same time that it is important not to "denude the concept of its explanatory and predictive value by reducing communities to aggregates of competing and indeterminate voices". One way suggested by Hyland & Hamp-Lyons to deal with the concept of 'discourse community' is to increase "our understandings of genre, intertextuality and the processes by which texts and events are mediated through relationships with other texts", arguing that this would provide linguistic descriptions that could help conceptualising discourse communities. Despite the different ways of approaching the term 'discourse community' and the various perceptions endorsed by the scholars, the term 'discourse community' is employed in this study to refer to a community which is not only bound by its uses of language, but also by other ties as well. These ties could be national, geographical, ethnic, or professional. For example, people sharing a

particular nationality (e.g. Saudi, British, American), ethnicity (e.g. Muslims, Christians, Jews), or profession (e.g. doctors, nurses, teachers) constitute a discourse community whose members share a set of common beliefs, goals, and activities which connect them together, and by which they are identified (discussion in Chapter 5 will explain this aspect in detail).

When talking about a 'discourse community' in relation to academia, Grabe & Kaplan (1996: 108) state that "[t]he idea underlying the academic discourse community is that students need to initiate themselves into the academic discourse community they wish to join". As previously indicated, much of the research on academic discourse community has been concerned with student writing, and the difficulties students encounter as they join it and endeavour to establish themselves as legitimate members. The next section further discusses this notion, briefly highlighting some (repeatedly discussed) issues pertaining to student writer in tertiary education since the writing investigated in this study was produced by undergraduate students. It is essential to state that this thesis does not adopt the more critical view of the 'constraining' effects of the academic discourse community, which have been the focus of much of the research on student writing. The aim is just to discuss these issues, in order to test, in the later stages of this research, any observable influence they might have, and which maybe reflected by the students' writing.

2.4. The student writer and academic discourse community

Writing for an academic discourse community has received considerable emphasis in the composition scholarship. John (2009: 272) describes writing as "a crucial activity for student writers as it is a means to enter the community and construct for oneself a visible identity as a competent member". A viewpoint shared by Pecorari (2002: 63) who considers writing as "one of the main means by which individuals achieve and maintain a position within the community". John (2005: 17) asserts that

"learning the features of writing … involves knowledge of the discourse community one is writing in, and the ways in which that community expresses their values and beliefs". These features have been identified by Hewings (2001: 10) as the "modes of expression that have become conventionalised through the particular social and cultural contexts in which they arise". He states that becoming an established part of the academic community entails familiarity with these modes of expression.

Student writers entering an academic discourse community may encounter difficulties positioning themselves, as they need to understand its "modes of expression" and to recognise that the nature of writing required of them is different from all the other types they do. Hewings (ibid.: 11) deems that developing "an awareness that there are differences between language used in academic discourse and that used in other, often less 'formal' settings" is crucial for a student or professional academic in order to become a successful writer. Students in tertiary education usually face challenges while struggling to gain membership in the discourse community of university by satisfactorily adopting the academic practices, and recognising the standard conventions of such discourses (Bizzel, 1994; Bartholomae, 2003, 1995; Clark, 1992; Elbow 1995; Harris, 1987; Ivanič & Simpson, 1992; Lillis 1997, 2001; Ramanathan & Atkinson 1999; Tang & John, 1999, among others). Clark (1992) also clarifies that one of the tertiary students' difficulties is strongly connected to learning how to respond to what is expected from them. Bizzel (1994: 165) speaks about a clash of discourse forms that basic writers face when they come to college; because forms of writing which they were used to whilst still at school are no longer "the ways of winning arguments in academe". She further points out that "unfamiliarity with academic discourse conventions" may lead to a loss of self-confidence (ibid.: 167).

Academic practices seem to represent an obstacle, too. Read, Francis & Robson (2001: 287) state that

"for undergraduate students, the act of essay writing involves not only the struggle to understand and critically engage with a particular area of knowledge, but also the struggle to successfully utilise the language that must be used in order to communicate this engagement". This phenomenon has also been noted by Bartholomae (2003: 623), who identifies some practices students are required to master commenting that "the student has to learn to speak [the tutors'] language, to speak as [they] do, to try on the peculiar ways of knowing, selecting, evaluating, reporting, concluding and arguing that define the discourse of [their] community'. Bartholomae (ibid.: 624) goes to the extent of saying that students have to invent the university, "[t]hey must speak our language".

Some researchers argue that the one of the serious challenges that student writers face stem from an inexplicitness of the delivery of conventions of academic writing practices (Lea & Street, 1998; Lillis, 1997; Read *et al*., 2001). Read *et al.* (2001: 287), for example, indicate that students are aware that a certain style of writing is required, but are often uncertain of the specific details, which leaves them "scrambling in the dark for an understanding of the 'rules of the game' they have found themselves playing". Lillis (1997: 186) explains why the explicit teaching and exploration of conventions are not a common practice at universities when reporting that such conventions "continue to be viewed as appropriate and unproblematic, as 'common sense'", and in this way universities demand certain practices which they fail to teach. Ivanič & Simpson (1992: 152) elaborate that even when students are being told what and how to write, they are "judge[d] by their tutors, according to criteria which are often shrouded in mystery".

While mastering the practices of academic writing poses a problem for English native students (NSs), it represents an even greater challenge for non-native students (NNSs). Clyne (1987 cited in Hyland 2009a: 6), for instance, indicates that many students who speak English as a second language, find academic discourses "to be alien, specialized and privileged ways of writing". He argues that these

discourses force students to represent themselves in particular ways, causing them to alter their normal ways of speaking and writing to fit in. What makes L2 students struggle with academic writing is that they encounter writing conventions which differ substantially from those in their first language. These conventions frequently require that students should be more explicit about the structure and purpose of their texts, judicious about making claims, clearer in making connections, and take more responsibility for coherence and clarity in their writing. The "students' previous experiences with texts therefore count for little when they arrive at university and their familiar ways of writing are no longer regarded as legitimate for making meaning" (Hyland, 2009a: 7).

Learning genre and the difference between genre types are another aspect which poses a challenge to L2 students. Frodesen & Holten (2003: 154) highlight the importance of introducing and teaching students (especially L2 students) how language is used in different genres. The following section reviews literature on genre. It is worth noting that this thesis is not aiming at conducting any genre analysis. Its main concern is to define the written genre(s) in the data examined in this study, which will be linked to discussion on writer identity in the later stages of this research (see Chapter 6). Before proceeding to explain the written genre(s) in Section 2.6, I will provide some background information about the notion of 'genre'.

2.5. The notion of 'genre'

Genre is considered one of the most controversial concepts in the realm of writing scholarship. In academic settings, the term 'genre' has traditionally been described as "(a) primarily literary, (b) entirely defined by textual regularities in form and content, (c) fixed and immutable, and (d) classifiable into neat and mutually exclusive categories and subcategories" (Freedman & Medway, 1994: 1). This definition, however, has been challenged by current perceptions of genre which have

expanded the scope to encompass forms of oral and written texts generated to respond to "the demands of a social context" (Johns, 2002: 3). Genre scholarship has been the concern of both first language composition studies and second language writing teaching. It has been interpreted diversely by linguists from various scholarly traditions, who embrace different, overlapping realisations of theoretical groundings and understandings of how genre works.

A number of taxonomies for dichotomising genre theories have been proposed by researchers in the field. In presenting these theories below, I have chosen to adopt Hyon's (1996) classification presented in her TESOL Quarterly article. According to her, genre theories are divided into three camps: English for Specific Purposes (ESP), New Rhetoric (NR), and the Sydney School. It is essential to note that Hyon's classification has received criticism for separating ESP from other theoretical perspectives (i.e. New Rhetoric and the Sydney School). This is because some ESP scholars, especially in North America, draw from New Rhetoric and SFL, which makes "separating ESP from [these two] theoretical strands [extremely] difficult" (Johns, 2002: 7). Nonetheless, Hyon's categorisation is deemed a helpful one as it provides a thorough description of each approach in terms of theory, goals, and frameworks, pinpointing at the same time both the common ground and areas of differences between these approaches.

Flowerdew (2002), on the other hand, has suggested a rather simpler taxonomy, categorising genre theorists into linguistic and non-linguistic camps. In her view, the ESP and Australian school represent the linguistic camp since they apply theories of functional grammar and discourse and concentrate on the lexico-grammatical realisation of communicative purposes involved in a genre. In contrast, the New Rhetoric represents the non-linguistic group as they are more concerned with the situational context, in which attention is devoted to "the purposes and functions of genres and the attitudes, beliefs, values and behaviours of the members of the discourse community in which the

genres are situated" (ibid.: 91). It important to stress that it is not the concern of the following sections (2.5.1-2.5.3) to conduct any kind of comparison and contrast between the three schools; rather, the purpose is to pave the way for introducing the categorisation of writing genres (Section 2.6), originally proposed by the Sydney School. Employing Hyon's (1996) taxonomy will provide a broad picture of the three schools, before placing the focus on the Sydney School in Section 2.5.3 and its classification of writing genres in Section 2.6. Let us have a look at these schools in turn.

2.5.1. English for Specific Purposes (ESP)

This approach identifies genre "as oral and written text types defined by their formal properties as well as by their communicative purposes within social contexts" (Hyon, 1996: 695). Swales (1981, 1986, 1990), whose work has been influential in forming genre theory in ESP, provides a definition of genre asserting these two aspects. He considers genre as being "a class of communicative events, the members of which share some set of communicative purposes" and "exhibit various patterns of similarity in terms of structure, style, content and intended audience" (Swales, 1990: 58). The two main aspects of genre, which include the formal characteristics and the communicative purposes of texts, have been highlighted in other definitions of genre by ESP scholars such as Bhatia, 1993; Flowerdew, 1993; Hopkins & Dudley-Evans, 1988; Thompson, 1994; and Weissberg, 1993. When analysing texts, ESP scholars have paid greater attention to describing the formal characteristics of genres, such as sentence-level grammatical features and the global organisational patterns in genres like research articles, dissertations, business letters, and university lectures, thus placing less emphasis on the social contexts of texts and their specialised functions.

On a practical level, genre in the ESP approach to genre serves as a tool to analyse the spoken and written language adopted in English for Academic Purposes (EAP) and English for Professional

Communication (EPC) classrooms. Implications of genre analyses are important in facilitating the acquisition and mastery of language that non-native speakers of English (NNSs) require in order to communicate effectively in academic and professional disciplines. In order to maintain this effectiveness, various discourse models based on genre descriptions have been developed by researchers and presented to ESP teachers providing them with methodological instructions and ideas of tasks and activities to help them deliver their content to students in the classroom (Bhatia, 1993; Flowerdew, 1993; Swales, 1990).

2.5.2. New Rhetoric Studies (NR)

New Rhetoric research refers to "a body of North American scholarship from a variety of disciplines concerned with L1 teaching, including rhetoric, composition studies, and professional writing" (Hyon, 1996: 696). What differentiates this approach from the ESP and the SFL approaches is the heavy focus on the situational contexts in which genres exist, and the social roles performed by genres within these situations (Bazerman, 1988, 1994; Campbell & Jamieson, 1978; Coe, 1994; Devitt, 1993; Freedman & Medway, 1994; Miller, 1984, 1994; Schryer, 1993, 1994; Slevin, 1988; Smart, 1993; Van Nostrand, 1994; Yates & Orlikowski, 1992). In an argument presented by Miller (1984: 151), whose article is considered influential in framing the New Rhetoric genre theory within L1 disciplines, she states that "a rhetorically sound definition of genre must be centred not on the substance or the form of discourse but on the action it is used to accomplish". Another aspect that characterises New Rhetoric Studies and distinguishes it from the ESP and SFL approaches is the ethnographic approach adopted to analysing texts, which researchers use to provide thick descriptions of the academic and professional contexts where genres take place and explain how the texts produced function within these situations.

Pedagogical implications of genre analyses conducted by New Rhetoric scholars reflect the emphasis placed on sociocontextual aspects of genres rather than their linguistic and stylistic characteristics. For those scholars, the main concern is not to teaching text forms; rather, it is to help university students fully grasp the social actions of genres and the surrounding contexts in which these genres are utilised. They promote the use of writing instructions which do not only tackle the surface of texts but also provide a holistic understanding of all of the "life" embodied in these texts (Bazerman, 1988), and consider the social actions these text perform within situational contexts.

2.5.3. Australian Systemic Functional Linguistics (SFL)

This approach to genre was inaugurated by a research project, known as the Sydney School project, on language and education in the Department of Linguistics at the University of Sydney. The conceptualisation of genre at that school is based on and informed by the theory of Systemic Functional Linguistics originated by Michael Halliday, whose seminal work has massively contributed to developing language theory and informing genre pedagogy. Principally, the Sydney School theorists consider a text:

> as functioning in a context, where context is said to operate at two levels. The first level is the register, where field (social activity), tenor (the interpersonal relationships among people using language), and mode (the part played by language in building communication) (Christie, 1991: 141-142).

All these three types of linguistic resources have consequences for the choices made in the linguistic system. The second level is the genre, in which the social purpose in employing language also has consequences for the linguistic choices made. Jim Martin, who is another notable scholar and one of

Halliday's students, has developed theories of genre within a systemic functional framework, shifting the focus away from register as the central construct for analysing language in the Hallidayian approach. Linking form, function, and social context Martin defines genres as staged, goal-oriented social processes, structural forms that cultures use in certain contexts to achieve various purposes (see Martin, Christie & Rothery, 1987). This definition, as Rose & Martin (2012: 1) state, has resulted from research into types of writing motivated by an aim to "design a writing pedagogy that could enable any student to succeed with the writing demands of the school".

The idea of classifying writing into types is a salient contribution of the Sydney School research project that has led to a more sophisticated categorisation of writing genres (as will be shown in Section 2.6). SFL scholars have directed their efforts towards primary and secondary schools, and, more recently, adult migrant English and tertiary education (Drury & Webb, 1991). Their two main concerns are firstly: helping students to be successful readers and writers and, secondly, empowering non-native students and non-native speakers as well with the linguistic resources and discourse conventions necessary for social success (Christie, 1991; Cope & Kalantzis, 1993; Kress, 1993; Martin, 1992). To do this, they developed a genre-based pedagogy for teaching strategies to guide students to write the genre used in schools. Thus the emphasis in genre-based programmes is on "the function and meaning of language in context" (Hammond, 1987: 172). Emphasis has also been put on teaching students "the formal, staged qualities of genres so that they can recognize these features in the texts that they read and use them in the texts that they write" (Hyon, 1996: 701) and as Christie (1991: 141-142) explains:

> for any given instance of language use, a genre is selected (be that a report, a narrative, a trade encounter, etc.), and particular choices are made with respect to field, tenor, and mode, all of which are in turn realized in language choices.

This takes us now to the next section where I further explain how writing genre classification has been developed.

2.6. Writing genres classification

Before introducing the different types of writing genres, let me provide a brief introduction to the classification background of writing genres. Classifying writing into genres was originally initiated by the Sydney School research project to fulfil its primary goal of assisting students to write successfully. This research project went through three phases including: (1) the *Writing Project* and *Language and Social Power* project, (2) the *Write Right* project, and (3) the *Reading to Learn* project. Only the first and second phases will be briefly discussed below. This is because they represent the steps which have led to the evolution of writing genres, which as indicated at the end of Section 2.5 are directly related to discussion on writer identity in Chapter 6.

Table 2.1 Writing genres in the *Writing Project* as classified by Rose & Martin (2012: 56)

	genre	purpose	stages
Stories	recount	*recounting events*	Orientation Record of events
	narrative	*resolving a complication*	Orientation Complication Evaluation Resolution
	anecdote	*sharing an emotional reaction*	Orientation Remarkable event Reaction
	exemplum	*judging character or behaviour*	Orientation Incident Interpretation
Factual texts	description	*describing specific things*	Orientation Description
	report	*classifying and describing general things*	Classification Description
	explanation	*explaining sequences of events*	Phenomenon Explanation
	procedure	*how to do an activity*	Purpose Equipment Steps
	protocol	*what to do and not to do*	Purpose Rules
Arguments	exposition	*arguing for a point of view*	Thesis Arguments Reiteration
	discussion	*discussing two or more points of view*	Issue Sides Resolution

In the *Writing Project*, the researchers outlined the kinds of writing produced by infants and primary school students. They also developed descriptions of what they consider key genres students have to master by the end of these stages of learning, providing a model which links each genre to the social role it plays, and the stages it goes though. As shown in Table 2.1 the range of writing genres encompasses recount, anecdote, exemplum, observation/comment, narrative, description, report, procedure, protocol, explanation, exposition, and discussion. This range was further expanded in the second phase of research, the *Write Right* project, in which researchers modelled the main genres that students need for success in secondary school, describing them in terms of three broad semantic areas:

classification, cause-and-effect, and evaluation. A taxonomy of genres was devised according to their social purposes "to provide teachers with an overview of the tasks they need to prepare their students for" (Rose & Martin, 2012: 128). In relation to the current thesis, the writing genres which will be discussed are narration, argumentation (exposition), description, and reflection. The reason for focusing on these particular types is that they have been generated by the students in the data explored in this research and will be further discussed during the course of analysis in Chapter 6. The following sections explain these genres in more detail.

2.6.1. Narrative writing

Narrative writing has been classified by the Sydney School scholars under the broad genre of story, (also referred to as a member of the "story family") which "reconstruct[s] real or imagined events and evaluate[s] them in terms which enact bonds of solidarity among participating interlocutors" (Martin & Rose: 2008: 100). The narrative genre includes other genre members such as recount, anecdote, exemplum, and observations which have also been called story types (ibid.: 52); however, I will refer to each of these 'types' as a sub-genre.

The recount genre is characterised by ordinary personal experiences in which the narrator, whether writer or speaker, recounts "a sequence of events without significant disruption" in order to share different kinds of experiences and attitudes (ibid.: 51). Anecdote, on the other hand, presents extraordinary, remarkable events, whether tragic or comic, engaging or revolting, which are not necessarily "resolved, but simply reacted to" either positively or negatively (ibid.). Like anecdote, exemplum includes a remarkable disruption, "but it is interpreted rather than reacted to, and the type of attitude expressed in the interpretation tends to be" judgmental (ibid.). The moral judgment shared in the anecdote could be admiration, criticism, praise, or condemnation of people's character or

behaviour. Observation is the fourth type of sub-genres, and provides "a description of a significant event, followed by a [positive or negative] personal comment appreciating an aspect of it" (ibid.). Like anecdote, exemplum, and observation, "narrative genres involve a disrupting event that is evaluated, but they differ in that the disruption is then resolved" (ibid.: 67) and evaluated by expressing judgment about people and an appreciation of things and events.

Another kind of narrative writing that is strongly related to the story genres, particularly to the personal recount genre, is biographical recounts which have been classified as a member of history genres. Biographical recounts are an episodic narration of a person's life history. They differ from personal recounts in the story genres in that they "focus on a lifetime of experience rather than a few successive events", thus the narrator jumps "through time, from one significant phase to the next, rather than moving successively through the events from one activity sequence or another" (ibid.: 103). Unlike personal recounts, sharing feelings and attitudes is not of as much concern to the narrator of biographical recounts as highlighting achievements. This kind of narrative is also signalled by the use of temporal conjunctions such as first and then in the first clause of each episode (Theme position) and the ordinal modifier. Both personal and autobiographical recounts feature 1st person reference, especially as the theme; but the narrator interacts with other participants as the text unfolds. Personal, autobiographical and biographical recounts feature individuals, although reference is made to groups of people as well (Martin & Rose, 2008: 132)

Despite all these characterisations and variations provided by SFL researchers, I will simply use the term narrative to refer to all these genres, as I am not conducting a genre analysis in this thesis, but merely clarifying the nature of writing generated by the students. What is of salient interest to this study however is the fact that narrative encompasses recounting of events regardless of what it is being recounted and how this is done. In addition, the students in this research have adopted a number

of these sub-genres in one text, for example, one text may be written using two genres such as personal recount and biographical recount simultaneously.

2.6.2. Argumentative/ expository writing

Argumentative writing argues a case by "tak[ing] a point of view and support[ing] it with either emotional or logical appeals" (Marion, 1990: 349). This kind of writing has been termed variously in the literature: exposition (Martin & Rothery, 1981; Rose & Martin, 2012); thesis/support essay (Applebee, 1984); persuasive writing (Applebee, Langer & Mullis, 1986a, 1986b); and opinion essay (Bereiter & Scardamalia, 1982). This thesis subscribes to Martin and his fellow researchers' perception which considers exposition writing as one of the genres of argumentation. Derewianka (1990), on the other hand, has a contrasting view to Martin's as she considers exposition to be as a genre group to which argument texts belong. Despite their disagreement over classification, they all seem to agree that expositions "are organised around arguments for a single position" (Martin & Rose, 2008: 121) that a writer take[s] … on some issue and justif[ies] it" to the reader (Derewianka, 1990: 75). Derewianka adds that expository genres include anlaysis, interperation, and evaluation, and that some texts involve "a mixture" of all these genres. This can be accomplished through comparison and contrast, definition, example, and the analysis of cause and effect.

2.6.3. Reflective writing

Reflective writing "is the expression on paper…of some of the mental processes of reflection" (Moon, 2004: 186). It expresses attitudes, ideas, impressions, and feelings about a particular topic to the reader and it is deemed a purposeful process that goes beyond a mere "conveyance of information", "straightforward description", or "simple problem solving" to "sorting out of bits of knowledge, ideas, feelings, awareness of how [an individual is] behaving" (ibid.: 187). These sortings out require

that a writer stands back from an event, becomes critical of the action of self and others, considers alternative perspectives, takes into account other people's attitudes and comments, and demonstrates that learning has been acquired from an experience. For example, a writer may be asked to write about a person who has had a significant impact on their life – this can be their parents, a teacher, or a friend. In this case they will be writing to describe this person and explain how they have been affected and how their personality has changed as a result. This kind of writing is characterised by being personal and subjective, and is signalled by use of the first person pronoun *I* (Moon, 2004; Ryan, 2011). Ryan (ibid.) adds that reflective writing involves the use of thinking and sensing verbs. According to Moon (ibid.), there are degrees of reflection, which vary from superficial to deep reflection. The depth of reflection is determined by the stance the writer is taking, and the quality of reflective writing.

2.6.4. Descriptive writing

Descriptive writing is a genre of writing that involves describing something such as an object, person, place, situation, experience, emotion, etc. Moon (2004: 214) considers descriptive writing as a straightforward "account [of an event] that describes what happened, sometimes mentioning past experiences, sometimes anticipating the future but all in the context of an account of the event". This kind of account will remain at the level of description and will not develop into a reflective account. Moon (2004) explains the way in which descriptive writing is manifested by saying that describing emotions and feelings related to a particular event, and does not necessitate further exploration by the writer of the influence it had on them. There is no reference to alternative viewpoints or attitudes to others, or external information provided outside or not related to the event itself, and this will not be questioned by the reader – as it would be in reflective writing.

This section (2.6) has provided a review and explanation of the writing genres which are narration, argumentation (exposition), description, and reflection. As stated earlier, these particular types are the ones generated by the students in the data examined in this research. In Section 6, I further discuss these genres as I analyse the students' texts, making connection between the phenomenon investigated in this study i.e. writer discoursal self and the genres produced.

2.7. Summary of the chapter

In this chapter, the relevant literature on some of the basic concepts used in this thesis was reviewed. It initially expounded how writing is viewed in this study. It presented the notion of 'discourse community' and discussed its various conceptualisations, linking the discussion of 'academic discourse community' to student writer. The difficulties encountered by native and non-native students when entering such communities were highlighted for the purpose of testing them in the later stages of this research in order to identify any influence which maybe reflected by the students' writing. The concept of genre and its various definitions were discussed, introducing its leading schools and focusing on the contribution made by the Sydney School, which was discussed in more detail in Section 2.5.3. Finally, the writing genres which were investigated during the course of analysis in this thesis were briefly presented. We shall proceed now to the next chapter which will tackle writer identity.

3. WRITER IDENTITY IN WRITTEN TEXTS

3.1. Introduction

This chapter continues to cover the background theory of the research. As indicated in Chapter 1, research in the field of writing and identity uses diverse terms to describe the concept of 'writer identity'. The main aim of this chapter is to review the research on writer identity in the text in order to further understand what researchers refer to when they use terminology associated with this concept. I commence the discussion on writer identity in Section 3.2 by briefly introducing the social view of identity considering its emergence and role in bringing the concept of identity to the forefront of research. Adopting Ivanič's (1998) overarching classification of identities, I discuss in Section 3.2.1 the terminology associated with the notion of 'writer identity' in the literature, demonstrating how the notions of *authority* and *voice*, used synonymously with *identity*, have dominated research on writer identity and student academic writing, particularly second language writing. Section 3.3.1 provides an elaboration on the linguistic/textual approach to investigating writer identity, presenting the various studies which have investigated this notion and highlighting the salient aspects of each. The next section (3.3.2) considers studies which have identified functions that personal pronouns perform in the construction of a writer identity in academic writing. The chapter ends with Section 3.4 which briefly summarises what has been discussed.

3.2. The social view of identity:

The social view of identity has essentially emerged from the social constructivism. The social constructionist view is that:

> entities we normally call reality, knowledge, thought, facts, texts, selves, and so on are constructs generated by communities of like-minded peers. Social construction understands reality, knowledge, thought, facts, texts, selves, and so on as community generated and community maintained linguistic entities – or, more broadly speaking, symbolic entities – that define or "constitute" the communities that generate them (Bruffee 1986: 774).

Being *constructed* by the social context (Ivanič, 1998: 12) implies that an individual's identity is not a fixed entity but is dynamic and open to change. Social researchers, whose work is the core focus of the next section (3.2.1) embrace the social constructivist view of identity where an individual's identity is "the result of affiliation to particular beliefs and possibilities which are available to them in the social context" (Ivanič, 1998: 12). Socially grounded conceptions perceive writing as "a social act, and to understand it fully we must go beyond the decisions of individual writers to explore the regularities of preferred community practices" (Hyland, 2009b: 34)

The social constructionist approach has been extended by some researchers who took a critical view of identity indicating that it is influenced, controlled, and sometimes even ravaged by the power of dominant ideologies (see Fairclough, 1992). Lillis (1997, 2001) is one of the scholars who examined how personal identities of writers are affected in institutions of higher learning in which dominant conventions often exist. In her study on how a group of bilingual students struggle with making meaning in academic writing, Lillis's (1997: 197) notes that "dominant conventions surrounding the writing of academic texts regulate student-writers' voices in a complex way", indicating that "[i]f we listen to students, we will learn how such apparently insignificant dominant conventions may marginalise writers and readers, and ensure that only a particular type of writer-reader relationship is maintained in academia".

This thesis does not adopt a critical view either to the notion of 'academic discourse community' or to 'identity'. It takes an exploratory approach to writer identity in order to explain how it is manifested in students' writing via one linguistic/textual feature, that is first person pronouns. Reference to work which addresses 'academic discourse community' and the constraining effects of its conventions has been made in Chapter 2 because it is the focus of much of the research on student writing. Another reason for this pertains to testing claims (e.g. tertiary students' struggle to adopt writing conventions of university in order to gain legitimacy and have its membership) in the context under examination in this study in order to ascertain if there is any influence on students which could be revealed in their writing (see Chapter 2, Section 2.4).

3.2.1. Research on the concept of 'writer identity'

In her seminal work, Ivanič (1998) investigated writer identity in eight mature students' writing utilising a case study approach. Although such a small sample may seem problematic, her research has been influential in the study of how the writer positions themselves in the text when writing in an academic setting. Observing that a writer's identity in a text is not unitary, and that writers demonstrate many identities in their writing, Ivanič describes the different kinds of identity available to writers (also described in Clark & Ivanič, 1997), providing an account of the difficulties encountered by writers when realising these identities in writing. The four aspects of writer identity are:

- The autobiographical self
- The discoursal self
- The self as author
- The possibilities for self-hood in the socio-cultural and institutional contexts.

Figure 3.1 below depicts the four aspects of writer identity represented as three inter-related parts influenced by the sociocultural context in which they exist. This proposed model of writer identity plays a paramount role in this study, as I refer to its interpretations of writer identity when developing my own model of the writer's discoursal identity (see Chapter 4), and more importantly, when I interpret the writers' various roles taken up via the utilisation of first person pronouns in the discourse (see Chapters 5 and 6). In the next sub-sections, this model is employed as a roadmap to organise the terminology related to the notion of 'identity', in which I provide a summary of Ivanič's description of each of these aspects liking them to other social studies, and terminology and research on writer identity in second language writing where relevant.

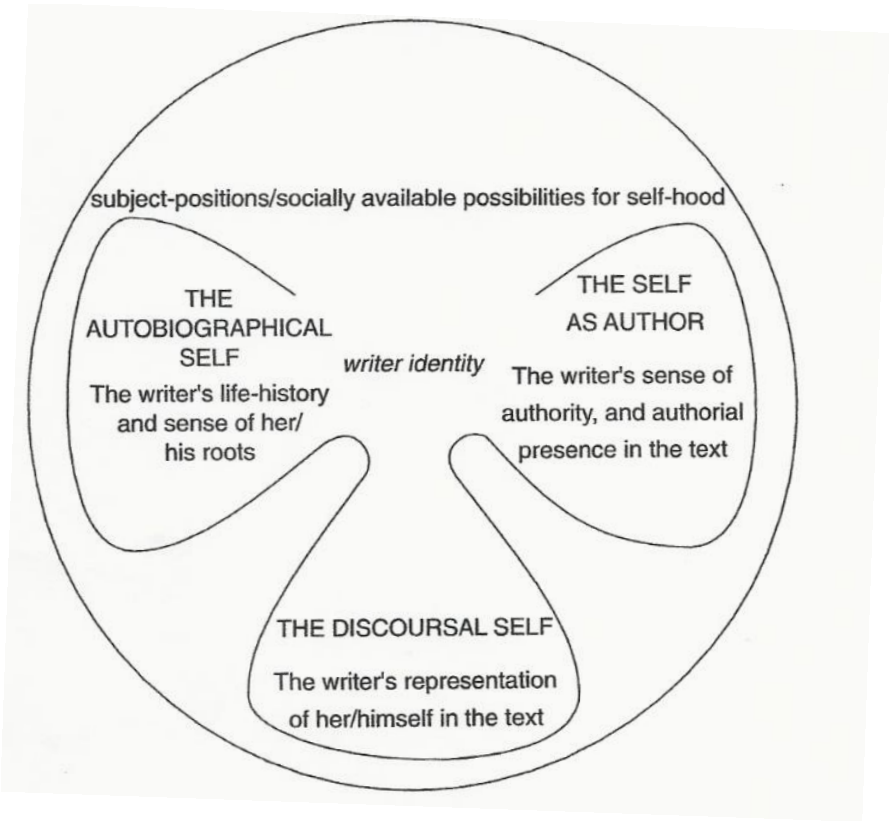


Figure 3.1 Aspects of writer identity (Clark & Ivanič, 1997: 137)

3.2.1.1. The autobiographical self

The *autobiographical self* is the writer as a person, i.e. it is the sense of particularity a person naturally has which is fundamentally created and shaped by the experiences and history of that individual. Simply put, it is "what people mean by 'my identity'" Ivanič (1998: 29). This sense is depicted in a written text as "the way in which writing is affected by the writer's life-history" (Clark & Ivanič, 1997: 140), which is constructed by a number of factors including socio-economic, literacy practices (i.e. the physical, mental, and interpersonal practices forming the act of writing), and, most importantly, the possibilities for self-hood set up by the practices in the context of writing (discussed in Section 3.2.1.4 below). The fact that life-histories vary from one person to another makes this kind of 'self' unique to each individual. Goffman (1969 cited in Ivanič, 1998: 24) distinguishes this identity as being the *writer-as-performer* who embarks on the process of text production to produce a self-portrait "rather than the 'self' which is portrayed".

It is worth noting that little reference has been made to this form of identity in the literature. Elbow, a leading scholar in the Expressivist School, identifies the *autobiographical self* as the role of *writer* who "get[s] deep satisfaction discovering meanings by writing-figuring out what [they] think and feel[s] through putting down words" (Elbow, 1995: 72). He has placed emphasis on this type of self in an attempt to bring it into the forefront of writing. Cadman (1997: 140) is also one of the few researchers who has explored the *autobiographical self* in academic writing, particularly in texts produced by international students. She considers this self as the "sense of [students'] own identity, of themselves as a whole person- thinking, feeling and studying", but does not state if personal history is involved in her characterisation.

The fact that this form of writer's identity has not received much scrutiny in the research has been attributed firstly to the difficulty to make "categorical statements about the nature of a writer's autobiographical self, since it may be below the level of consciousness" and therefore may not be captured in texts (Ivanič, 1998: 24-25). Another reason is that it is "socially constructed and constantly changing as a consequence of [writers'] developing life-history", thus researching this aspect may require special life-history techniques designed specially to address facets of people's lives and discourse positioning. This aspect of writer identity, although has not been manifested by the writers whose texts are examined in this study as identified exactly by Ivanič (see Chapter 6), yet the writer's *autobiographical self* has been given full attention and consideration during analysis, thus addressing a gap in the field of writer identity. Research has highlighted the conflict between a personal identity, i.e. *autobiographical self* and the *discoursal self* which is the concern to the next section.

3.2.1.2. The discoursal self

The *discoursal self* is the identity transferred by the writer's discourse practices, i.e. ways they employ language in their writing (Clark & Ivanič, 1997: 138-143). While the *autobiographical self* is constructed by the individual's life-history and experiences, the *discoursal self* is formed by the discourse characteristics of the context in which this individual produces a text. This identity, in Goffman's (1969 cited in Ivanič, 1998: 24) view, is the *writer-as-a character* that the *writer-as- a performer* portrays. In describing the ways that writers present themselves in a text Ivanič (1998: 25) refers to the "values, beliefs and power relations in the social context" in which a text is written. Further, Clark & Ivanič (1997: 143) indicate the "range of abstract conventions both discourse conventions and conventions for physical, mental and interpersonal literacy practices" that a writer brings into their writing. More elaboration on this self is provided in Chapter 6.

Cherry (1988) is an influential researcher who has also looked at this facet of writer identity. He uses the term 'self-representation' to refer to the *discoursal self*. In his research, Cherry has examined the meaning of the two terms which constitute 'self-representation': *ethos* and *persona*. Ethos relates to the general, personal characteristics such as being clever, funny, loving, and responsible, which readers ascribe to writers. Persona, on the other hand, refers to the social roles which a writer employs while composing a particular piece of writing, e.g. a student of science, a professor of philosophy, a social worker, an editor, or an activist. In the examples he discussed, Cherry demonstrated that a writer might use several persona either simultaneously or in different parts of the text. He also described how ethos and persona overlap and interact in complicated ways, arguing that a particular persona can be associated with ethos, and that the ethos can be textually represented within a range of social roles. However, Cherry has received criticism (see Ivanič, 1998: 9) for not incorporating in his distinction any recognition of the way in which writer identity is constructed by the norms and conventions of the community within which they are writing. Cherry's distinction, nevertheless, has made a significant contribution to the field of writer identity, and has provided a framework for the discoursal construction of writer identity, which some researchers (e.g. Clark & Ivanič, 1997 and Ivanič, 1998) have employed in addressing this phenomenon.

In academic writing, the *discoursal self* is usually equated in the literature with academic identity. For example, Elbow (1995) equates the *discoursal self* with 'academic identity', making a fundamental distinction between two roles: the role of an *academic* and the role of a *writer*. The first role mirrors what Ivanič (1998) identifies as the *discoursal self*, while the later stands for the *autobiographical self*. The role of *academic* is the identity writers create for themselves when writing for an academic discourse community, one that "see[s] the act of writing as an act of finding and acknowledging one's place in an ongoing intellectual conversation with a much larger and longer

history than what goes on in [the] classroom" (Elbow, 1995: 78-79). Researchers often describe it as an 'identity' that students, both L1 and L2, need to establish and demonstrate in the writing. Hyland (2002b: 352) states that "[t]he author's explicit appearance in a text, or its absence, works to create a plausible academic identity, and a voice … [c]reating such an identity, however, is generally very difficult for second-language students".

The difficulties that L2 students encounter as they struggle to develop their 'academic identity' has been highlighted by several composition scholars (e.g. Cadman, 1997; Hirvela & Belcher, 2001; Li, 1996; Ramanathan & Atkinson, 1999; Shen, 1989), who have discussed this issue in depth, offering perspectives on what causes this conflict in L2 writing. Hirvela & Belcher (2001: 84) claim that the main conflict L2 learners face in an academic environment stems from that fact that they already have an "existing self-representation of themselves as writers, good writers" in their L1 and these writers have to "undergo the often difficult transition from L1 to L2 writing and from one writing identity to another". Cadman (1997: 5), on the other hand, attributes this conflict to "the difference between the learning styles and attitudes to the demonstration of knowledge which many students have inherited and those which they meet in English language contexts".

While much of the focus on the issue of the struggle between the two identities have been devoted to ESL contexts, this study will explore (although it is not a prime concern of the study) if this conflict exists in an EFL context (this aspect will be further discussed in Chapter 6). Another issue constantly highlighted when debating the complexities L2 writers face in an L1 writing situation is creating an academic identity in terms of having 'an authoritative voice', which is the issue I discuss in the following section.

3.2.1.3. The self as author

This aspect of identity embodies the stance a writer takes and the authorial voice they display in writing. It is the writers' imprint on a text, which Ramanathan & Atkinson (1999: 48) characterise as being "clear, overt, expressive, and even assertive and demonstrative". *Self as author* thus determines the presence of the writer in their writing, as it reveals their "position, opinions and beliefs" (Ivanič, 1998: 26), which then shows if they have "a strong authorial voice or not: whether [they are] saying something" (Clark & Ivanič, 1997: 152). Similarly, Stewart (1992: 283) refers to the *self as author* as "the expression of the essential individuality of a particular writer".

Researchers in the field of writer identity have used distinct labels to refer to the *self as author*, which all seem to have the same sense. Ivanič (1998), for example, uses the term "authoritativeness", Hyland (2001) refers to "authorial presence", Hirvela & Belcher (2001) label it as "authorial identity", and Bartholomae (1995) calls this facet of writer identity "power of authorship". This idea of power mirrors what Clark & Ivanič (1997: 152) view as a "sense of a right to authorship", which gives the writers some sort of control over their writing, hence enabling them to demonstrate their presence. In addition, both the writer's *autobiographical* and *discoursal selves* have an impact on the *self as author*. Ivanič (1998: 26) indicates that the *self as author* is likely to be affected by the writer's *autobiographical self* as the "writer's life history may or may not have generated ideas to express, and may or may not have engendered in the writer enough of a sense of self-worth to write with authority, to establish an authorial presence". However, she asserts the influence a *discoursal self* has on the *self as author* since it is discoursally constructed.

It should be mentioned that this identity, just like the *discoursal self*, has been the focus of composition research, especially in the field of L2 writing. In fact, increasing attention has been paid

to the way writers occupy a position of authority, express an opinion or stance, and demonstrate presence within the writing, which all seem demanding to L2 writers. Hyland (2002b: 354), for example, states that "emerging writers run the risk of not establishing an effective authorial identity" should they fail to express their "voice" via the use of first person pronouns. Other researchers (Cadman, 1997; Hirvela & Belcher, 2001; Ivanič & Camps, 2001; Matsuda, 2001; Tang & John, 1999) draw a direct connection between establishing voice and good English writing, claiming that "without the strong presence of voice, writing is assumed substandard" (Stapleton, 2002: 179). Stewart (1992: 283-288) even goes to the extent of saying that a "fundamental quality of good writing [is] the presence of the individual writer, a presence made visible by" what he chooses "to call an authentic voice", and that "any good writer has a single identifiable voice running beneath all [their] work, regardless of the context or genre". While acknowledging the challenges of developing one's own voice when writing in a different culture and for a different audience, Ivanič & Camps (2001) do not view voice as being as problematic and incomprehensible to L2 writers as do some other researchers. Assumed by those researchers is that L2 learners must be made aware of how to project their identity in writing; however, as Stapleton (ibid.) states, "these assumptions are often either unstated or ignored".

On the other hand, Ramanathan & Atkinson (1999) argue that second language learners struggle with notions of 'voice', 'individualism' and 'textual ownership' when they enter L1 academic environments. This argument is prevalent in the field of L2 writing, especially attested to by those who equate the notions of 'authorial identity' and 'authorial presence' with the notions of 'voice' and 'individualism' (Ramanathan & Atkinson, 1999 and Ramanathan & Kaplan, 1996). The researchers, especially those from 'collectivist' societies who view identity only from the Western perspective of individualism claim the principles and practices of developing an authorial identity are problematic

for L2 writers. This is due to the social practices dominant in their original culture which prevent the acquisition of the individualised voice demanded when writing in English (Cadman, 1997; Hinkel, 1999; Ramanathan & Atkinson 1999, Ramanathan & Kaplan, 1996). Although this may be a valid view, attention has to be given to the fact that 'individualism' is only one of many aspects of identity, and that not all cultures have hindering practices that could affect writer's voice or individualism.

3.2.1.4. The possibilities of self-hood in the socio-cultural and institutional context

In describing this aspect, the focus is placed on the 'social' context in which the 'selves' as a writer, character, and author embodied in the *autobiographical self*, the *discoursal self*, and *self as author* respectively are constructed. These three aspects of writer identity "are inseparable, and are all affected by the socio-culturally available subject positions and patterns of privileging among them that exist in the socio-cultural context" (Clark & Ivanič, 1997: 136). In order to grasp the meaning of this statement, it is essential to comprehend what 'subject-positions' means. The term 'subject-positions' (or "positioning" as referred to by Ivanič (1998: 27)) relates to "identities that are set up for people by the conventions for all types of actions, of which writing is one" (Clark & Ivanič, 1997: 137). These conventions cover a wide range of practices established by the social, cultural, and institutional contexts. Clark & Ivanič (1997), emphasise the influence that these contexts have on the ways in which writers present themselves, indicating that they differ according to the context.

The possibilities of self-hood, as indicated by Ivanič, "do not exist in a vacuum, but are … shaped by the individual acts of writing in which people take on particular discoursal identities" (Ivanič, 1998: 27). John (2005) elaborates on the way in which possibilities of self-hood are differently manifested by contrasting a student with an established academic who both write in the same context, i.e. the academic context. She argues that "[t]he student may feel like [they] may not have the authority to

make certain claims unlike the well-known academic, for whom this may not be as large a problem" (ibid.: 36). This example shows that how the ways through which the context positions the writer may influence the discourse choices they make. In Chapter 6, I draw on the concept of 'possibilities of self-hood' to show how the 'selves' introduced above have been manifested in the student writing investigated in this study, particularly showing how writers construct a discoursal self out of the possibilities for self-hood that are available in their institutional context.

While Ivanič (1998) has pointed out the existence of multiple identities for a writer in a text, the focus of her work on identity, and much of the research on second language writing and identity, has been on the discoursal construction of identity, and how student writers struggle with constructing a credible identity for themselves as authoritative individuals in their writing. The focus of this thesis, however, is on addressing a gap in the knowledge on writer's self-representation in academic writing. It looks at how discoursal identity is constructed in the written text mainly through one linguistic/textual feature, that of first person pronouns (plural and singular). It also considers how the discoursal construction of writer's 'self' is affected by the various practices available for the writers in their situational context, and determines the degree of influence exerted by these practices.

Since the texts investigated in this study are paragraphs and essays which were produced under exam conditions as stated in Chapter 1 (see Chapter 4 for further details), an argument could be made that a controlled context (i.e. exam context) may have an influence on the use of language. This effect pertains to the fact that the texts in such context could be written merely for display purposes thus not representing the 'true' identity of the writers. When discussing writer identity, it has to be acknowledged that exam responses may not provide evidence for the 'real' self of the writers outside the text for they could be restricting themselves to making rhetorical acts and employing linguistic constructions with which they are familiar and which they feel confident to use.

To sum up, this current section (3.2.1) has reviewed the prevalent research interests in writer identity which have been demonstrated through the different ways in which researchers have perceived and investigated the concept of writer identity, showing how the terminology intersects and overlaps to describe this concept. In the next section, I consider research which attempts to link identity to specific linguistic or textual features.

3.3. Linguistic features associated with writer identity

Several textual studies have contributed to the growing body of research on writer identity. Placing the writer at the centre of attention, these studies have investigated how identity is constructed through various linguistic and textual features (Hyland, 1999, 2005a, 2005b, 2008; Ivanič, 1998; John, 2005 among others). Other studies have explored the construction of writer identity through personal pronouns (Abbuhl, 2012; Fløttum, 2005; Harwood, 2005a, 2005b, 2005c; Hinkel, 1999; Hyland, 2001, 2002a, 2002b, 2012; Kuo, 1999; McCrostie, 2008; Mur-Dueñas, 2007; Tang & John, 1999; Vassileva, 1998 to name a few). In these studies, scholars have addressed concepts which have been discussed above including *self*, *stance*, *voice*, and *authority*. All these concepts have been used synonymously with each other and with writer identity, which indicates the interchangeability highlighted in section 3.2.1 above. The next section (3.3.1) will focus on research which has linked writer identity to various linguistic and textual features. Section 3.3.2 will review studies which have explored how writer identity is manifested through personal pronouns.

3.3.1. Studies on various linguistic features

Ivanič (1998), has investigated the notion of writer identity linguistically, drawing on her model discussed above in Section 3.2.1, by looking mainly at five linguistic features including clause structure (i.e. lexical density); verbs (processes types); nouns, nominalisation and nominal groups;

tense, mood and modality; and lexis. In conducting this particular analysis, Ivanič utilised Halliday's Systemic Functional Grammar as an analytical tool. She identified three types of discoursal positioning, addressing aspects of identity related to: (1) various disciplines or "field of studies", as she prefers to call them, (2) the academic community, and (3) ideologies of knowledge-making (see Ivanič 1998, Chapter 10).

When discussing writer discoursal positioning within the academic community, Ivanič briefly touched on the use of first person pronouns, which she highlighted again when discussing aspects of identities related to ideologies of knowledge-making (see ibid.: 303). In spite of Ivanič's brief analysis of the use of first person pronouns, she has suggested a continuum of *I*s, which includes "not using I at all; using I with verbs associated with the process of structuring the writing; using I in association with the research process; and using I with verbs associated with cognitive acts" (ibid.: 307). Although based on observation of only eight mature students' writing, the proposed continuum has been used in a number of studies which have looked at personal pronouns as will be seen later.

Hyland (1999, 2005a, 2005b, 2008, 2012) is one of the linguists who has extensively (and repeatedly) researched writer identity in terms of writer's *stance* through linguistic and discourse functions such as *hedges*, *emphatics*, *attitude markers*, *relational markers* and *person markers*. Using a corpus-based approach, Hyland examined these features of author's stance in research articles produced by native and non-native writers from various disciplines including soft and hard sciences. *Stance* in Hyland's work is considered as "the writer's expression of personal attitudes and assessments of the status of knowledge in a text" (Hyland, 2012: 134). This thesis, however, is considering writer's stance slightly differently from Hyland as will be explained later in this chapter. Other studies which focus on how writer's stance is constructed through specific linguistic and/or textual features applying a cross-cultural dimension (e.g. Breivega, Dahl & Fløttum, 2002; Vassileva, 2001) investigated such facets

as the writer's authorial presence and stance, the manifestation of other researchers' voices, and the author's promotion of their own research.

In addition, some studies have tangentially linked conceptual categories such as *impersonality*, as in the work of Martínez (2001), and *dialogism* as presented by Tang (2009) with writer identity. Writer *personality* and *visibility* have been addressed by John (2005, 2009) who explored postgraduate dissertations written by ESL writers mainly from the Far East. Looking at different linguistic and textual features including first person pronouns, she investigated how writer's *stance* is construed through the revision process, devising a multi-dimensional model of identities that divides a writer identity into *Person* and *Academic*. Writer as a *Person,* signals the autobiographical references of the writer to themselves, while writer an *Academic* refers to "all scholarly actions relating to the actions of research and research writing for the academic community" (John, 2009: 275). John (2005) is probably one of the very few scholars who have looked at the personal facets of writer identity, but as yet no detailed account of the roles taken by the writer as *a Person* has been given (I will focus on this aspect more in Section 3.3.2 below when I highlight the gap in the current research). In addition, the actions John identifies for writer as an *Academic* by specifically focusing on the methods sections (John, 2009: 276) do not differ significantly from those already suggested by scholars mentioned in this section who have looked at rhetorical 'academic' actions such as describing, explaining, justifying, and defining. Nevertheless, her investigation of the facets of *personality* and *visibility* in postgraduate L2 students prose and the process of writing is a contribution to the scholarship of writer identity which should be acknowledged.

Claiming the lack of empirical research on the relationship between L2 voice-related constructs and the quality of L2 writing**,** Helms-Park & Stapleton (2003) have examined the relationship between *voice* and writing quality in undergraduate L2 argumentative essays produced by first-year students

at a large Canadian university. In order to measure the intensity of *voice* in the students' prose, the authors designed a framework entitled the *Voice Intensity Rating Scale*, which constituted of four main constructs: *assertiveness*, *self-identification*, *reiteration of central point*, and *authorial presence and autonomy of thought*. These main constructs of *voice* were divided into a number of linguistic features among which were the utilisation of hedges and intensifiers for *assertiveness*, first person pronoun use and active voice constructions for *self-identification*. No significant correlation between overall voice intensity and overall writing quality was found, however, Helms-Park and Stapleton's conclusion was strongly questioned by Zhao & Llosa (2008), who criticised their scale arguing that it lacked formal validation and problematising their methodological procedures. In fact, Zhao & Llosa's replication of Helms-Park & Stapleton's study, and the application of their framework of linguistic features in the context of L1 writing revealed a counter conclusion which emphasised the association between overall voice intensity and writing quality in L1 academic writing (a conclusion also drawn by Matsuda & Tardy, 2007). In addition to being criticised for their argument that *voice* is irrelevant to academic writing, Helms-Park and Stapleton have also received criticism for their narrow scope of analysis which focused on only one aspect of identity, that is, "individualised voice" (see John, 2005).

This section has highlighted the main studies which investigated how *identity* is construed through linguistic and textual features other than the first person pronoun. All the studies have the writer as an *academic* as the focus of the investigation. Some of the studies focus on specific linguistic and/or textual categories and these are presented as being directly responsible for the construal of a writer's identity in the text. Usually, these studies are concerned with different aspects of academic writing that are sources of difficulty for the writers of the texts. These studies seem to represent a strand of research which realises writer identity as an "authority" i.e. a "maker of meaning" (Ivanič, 1994: 12),

and as a social actor who "'owns' [their] writing and takes responsibility for the ideas expressed within" (Tang, 2009: 171). Greene (1995: 187-188) assumes that "[t]he source of an author's authority derives from an ability to create and support [their] vision", or what Hyland (1999: 101) refers to as "the ways the writers project themselves into their texts to communicate their integrity, credibility, involvement, and their relationship to their subject matter and their reader". In some other studies, writer identity is more of the writers' affective attitude to propositions (Hyland, 1999, 2005b) or what Biber *et al.* (1999: 972) describe as "epistemic stance" which represents the writer's "comments on the status of information in a proposition".

Recent studies have introduced the empirical approach to investigating writer's voice which has taken research on writer identity to a new level that has not been considered before. As can be noted, most of the focus in these studies has been on a single aspect of writer identity (usually *stance* or *voice*), a feature which has been also noticed in studies which investigated writer identity in texts focusing on personal pronouns – the primary concern of the next section. Having explored the linguistic features that are frequently investigated to reveal aspects of writer identity in texts, let us examine studies which focus on personal pronouns.

3.3.2. Studies on personal pronouns

Significant attention has been devoted to personal pronouns in general, and first person pronouns in particular, by researchers in the field of L1 and L2 writing. Several studies have identified the range of functions that personal pronouns perform in the construction of a writer's identity in academic writing, and the roles they play in meaning making in the text. Various genres of academic writing have been investigated for the use of first person pronouns including research articles (Fløttum, 2005; Harwood, 2005a, 2005b, 2005c; Hyland, 2001; Kuo, 1999; Mur-Dueñas, 2007; Sheldon, 2009;

Vassileva, 1998), graduate students' writing (John, 2005, 2009; Starfield & Ravelli, 2006), and undergraduate students' prose (Hinkel, 1999; Hyland, 2002a, 2002b, 2012; Petch-Tyson, 1998; Tang & John, 1999). I will briefly review studies conducted on research articles and graduate students' writing, while studies on undergraduate students' writing will receive a much more focused discussion since this is closely related to the theme of the current thesis.

Journal research articles are one of the most popular genres analysed by linguists adopting a corpus-based approach in conducting their analysis. Kuo (1999), for example, has explored the discourse functions that personal pronouns can perform in research articles, investigating possible aspects personal pronouns reveal about academic writers' views of their role in research, and their relationship with expected readers and with their discourse community. The results primarily revealed the dominance of first person plural pronouns (we, us, our) over all other forms, which include first person singular (I, me, my), second person (you, your), third person singular (he, him, his, she, her), third person plural (they, them, their), and indefinite pronouns (one, one's, ones). Being concerned with epistemology and the transmission of knowledge in scientific discourse, Kuo devised a taxonomy of 12 discourse functions for personal pronouns based on their semantic references (i.e. meanings identified for these references). Most of the identified functions explain the rhetorical moves a writer would make in a research article.

In like manner, Hyland (2001) has sought to reveal how personal pronouns, which he labels *self-mentions*, are perceived and established in soft and hard sciences by examining their rhetorical functions in the prose, discussing the available options for students. He emphasises the commonality of person pronouns in academic writing, stating that the frequency of self-mention in published research articles varied according to discipline but proved common in both the hard and social sciences where academics must strive to craft a "credible authorial identity" (ibid.: 219). He concludes

by providing some pedagogical suggestions. Pronominal signals have largely been discussed in Harwood's work as well in which suggestions to inform teaching and learning practices have been given careful attention. In his corpus-based studies, Harwood (2005a, 2005b, 2005c) has observed the discoursal differences in using the pronouns 'I' and 'we' (both inclusive and exclusive) proposing several genre-specific taxonomies of the discoursal functions performed by these pronouns, which resemble, in some aspects, the taxonomies devised by Vassileva (1998), Kuo (1999), Hyland (2002a), and Tang & John (1999).

Pronominal references have been investigated in journal research articles across languages by scholars adopting a contrastive approach to analysis (Fløttum, 2005; Lorés-Sanz, 2011a, 2011b; Mur-Dueñas, 2007; Sheldon, 2009; Vassileva, 1998). Vassileva's (1998) corpus-based study, for example, is primarily concerned with textual structure in academic discourse. She investigated the use of first person pronouns 'I' and 'we' perspectives in research articles in Linguistics in 5 languages: English, German, French, Russian, and Bulgarian, highlighting the cross-linguistic and cross-cultural influences on pronouns adoption among these languages, and identifying a number of functions that 'I' and 'we' perform independently and mutually (which reflect the genre-specific functions and some elements of stance and engagement). The manifestation of cultural identity in scientific discourse was the focus of Fløttum's (2005) contrastive study of academic voices in English, French and Norwegian research articles within the fields of economics, linguistics and medicine.

Mur-Dueñas (2007), has focused on such concepts as *self-promotion* and *novelty* in writing. She specifically investigated the first person singular and plural pronouns, possessive adjectives, and self-citations in a corpus of Business Management research articles by native speakers and Spanish scholars, approaching the data utilising a taxonomy, which is similar to Harwood's taxonomies discussed above, of proposed "rhetorical sub-functions" of the exclusive 'we'. Sheldon (2009) also

has explored the different identities behind first person roles in English and Spanish by drawing on Ivanič's (1998) taxonomy of identity, refined in Tang & John (1999) and Starfield & Ravelli (2006). Focusing primarily on scientific discourse across languages (English and Spanish), Lorés-Sanz (2011a) and (2011b) analysed research articles written in English as L1 and in English as L2, and in Spanish by Spanish academics within the discipline of Business Management. Using a corpus-based approached, Lorés-Sanz explored the construction of author's voice by looking at discourse functions of first person pronouns (Lorés-Sanz, 2011a) and examined exclusive 'we' to determine areas of transference between the author's Spanish and English language (Lorés-Sanz, 2011b).

The contrastive approach to analysis is part of contrastive rhetoric which "is an area of research in second language acquisition that identifies problems in compositions encountered by second language writers, and by referring to the rhetorical strategies of first language, attempts to explain them" (Connor, 1996: 5). The abovementioned studies on contrastive rhetoric which investigated the utilisation of personal pronouns in different languages all concerned with the effect of L1 on the different identities taken by non-native speakers when utilising English personal pronouns in writing. By comparison with the English language, the pronoun typology in Arabic (which is the first language of the student writers in this research) is far more complex as it is based on resumption which is defined as "a detachment strategy by which a pronoun occupies the thematic position of the detached constituent" (Guilliot & Malkawi, 2011: 396). In standard Arabic there are two types of resumption: strong and weak. Strong resumptive pronouns are independent words which occur in subject position in nominal sentences, e.g. the first person pronouns *ana* (compared to *I*) and *nahnu* (compared to *we*). Weak resumptive pronouns are those which occur in non-subject position and are either prefixed (e.g. *a*-verb for the singular and *n*-verb for the plural) or suffixed (e.g. verb-*naa* for the plural and verb-*tu*

for the singular) (see Anshen & Schreiber, 1968; Eid, 1983; Jassim, 2011; Rouveret, 2011; Trager & Rice, 1954 for more information on pronouns in standard Arabic).

Generally speaking, Arabic is identified as a null argument language, or a pro-drop language that allows a null subject, object or both. In other words, it "allow[s] the absence of lexical NPs in argument positions in the surface realization of the sentence" (Alazzawie, 1990: 90). Since Arabic is a null argument language, resumptive subject pronouns and resumptive object pronouns are sometimes null in which case NPs are coindexed with resumptive pronouns inside complex NPs (see ibid.: 99). There are a number of studies which compared Arabic pronouns to pronouns in other languages such as Assyrian and Hebrew (Hincks, 1853), Italian, Irish, Finnish, and Hebrew (Fehri, 2009) and Coptic, Hebrew, Akkadian, Ge'ez, and Syriac (Hasselbach, 2004). However, nothing has been encountered in the literature that postulates any influence exerted by the pronominal system in Arabic on the way Arabic speakers utilise English personal pronouns in writing produced whether in an EFL or ESL context. There are, nevertheless, some scholars who claim that learners' (especially adult learners) knowledge of L1 linguistic structures can affect the construction of their target language grammar (see e.g. Yuan & Zhao, 2005 and Anwar, 2013). Other scholars have hypothesised that "learners can reset parameters" responsible for the differences between the structure of their L1 and the target language (Bolotin, 1996: 135). Despite being an acknowledged fact that L1 has an impact on various aspects of the target language (whether it is a second or foreign language), this study, as indicated in Chapter 1, has no intention of widening the scope of investigation by looking at contrastive rhetoric or the writers' L1 possible influence on their employment of English first person pronouns as this needs a study of a different nature which takes into consideration some facets that are beyond the reach of the current research; however, it is certainly an area of investigation that is worth exploring (in Chapter 7 I provide more elaboration on further areas of research).

First person pronouns have been the subject of research and investigation in unpublished writing produced by undergraduate students; however, such studies are considerably few compared to those conducted on research articles. It seems that the difficulty in obtaining samples is one of the reasons why researchers prefer not to explore undergraduates' writing. I will provide more elaboration on this issue in Chapter 7.

Petch-Tyson (1998) is one of the few researchers who has tackled writing produced by learners, both native (NSs) and non-native English speakers (NNSs). In her comparative, corpus-based study, Petch-Tyson investigated features of *writer/reader visibility* in argument essays generated by American native English speakers as well as French, Dutch, Swedish, and Finnish English learners. Her study looked at many linguistic features drawn up based on Chafe (1982) and Smith's (1986) listings, one of which is first person pronouns (singular and plural), which have performed different rhetorical functions within and outside the text. She observed a tendency by the NNSs to echo spoken language in writing. She also ascertained that NNSs writing contains far more personal involvement than NSs writing (approximately two to four times the rate as native speakers), attributing the overt presence of NNSs to factors such as the effect of the writing tasks and the topics of the essays. It is worth mentioning that one of the current thesis's concerns has been the influence of the writing tasks on NNSs utilisation of roles occupied by first person pronouns. In fact, they have been considered a significant factor in 'tailoring' students' writing (more information on this facet will follow in Chapters 5 and 6).

Another scholar who has looked at personal pronouns (among other rhetorical devices and constructs) in unpublished prose is Hinkel (1999). She explored these features in writing produced by NS and NNS students' essays generated as part of a placement test in response to prompts modelled on standard criteria found in ESL textbooks. Although this study made strong connections between the

results achieved and NNS students' L1 practices, it failed to acknowledge the effect of prompts on the utilisation of personal pronouns.

In their corpus-based study, Tang & John (1999) addressed unpublished writing generated by NNS learners below the advanced level. They investigated the use of first person pronouns in academic essays written by first-year Singaporean university students which were generated as a response to a given quotation, using material taught on the course. Their results showed that all the students employed first person pronouns. These essays were examined in light of a typology of six roles for the use of personal pronouns similar to those that Hyland (1999, 2001) and Harwood (2005a) have examined, although they used slightly different labels. Their typology was devised adopting Ivanič's idea of a continuum previously introduced in Section 3.2.1. Despite the small sample and other limitations pertaining to the design of the study, the methodological approach adopted, and the construct validity of the framework developed, Tang & John's (ibid.) study has nevertheless contributed to the research on writer identity by highlighting an aspect usually overlooked by scholars, that of the role of *representative* (see Chapter 4, Section 4.6.2 for an elaboration on this role). Another contribution was the introduction of the notion of a cline of visibility which connects pronoun functions with authorial presence and orders the roles identified according to the degree of 'authorial power', ranging from the least to the most powerful authorial presence.

What links these studies adopting the textual approach is that they all focus on personal pronouns, proving the dominance of these linguistic features in L2 writers' prose and emphasising that personal pronouns are a powerful rhetorical tool for establishing writer authorial identity. It has been noticed that a concentration has been given to the concepts of *voice*, *authority*, and *stance* in research articles. Researchers who have looked at personal pronouns in published writing have largely focused on the genre-specific functions that they have played in the text, identifying almost similar rhetorical acts

which have been repeatedly examined in different taxonomies (e.g. Hyland, 1999, 2001; Kuo, 1990, Tang & John, 1999; Vassileva, 1998), although using different labels. However, while all the emphasis has been placed on text-related acts performed by personal pronouns which are directly related to the argument presented in the text, no consideration has been given to any reference personal pronouns make outside the text. This could be justifiable in studies on research articles, the nature of which might restrict the roles taken by the writers. Studies which have had L2 writing at the heart of their concern have scarcely addressed the role performed by the writers' outside the text.

This thesis, however, offers a different perspective to the way NNSs project themselves in writing when adopting first person pronouns. In this study, I attempt to fill a gap in research on writer identity by presenting a different model which looks at aspects that have not hitherto been paid enough attention to. I endeavour to bring into attention the 'real world' (Ädel, 2006) of the writer while considering at the same time the 'world of discourse'. I attempt to provide a broad view of the way the writer's *self* is discoursally manifested 'inside' and 'outside' the text, paying special attention to the latter being an aspect rarely addressed in the scholarship of L2 writer identity. In doing so, I draw heavily on Ivanič's (1998) and Clark & Ivanič (1997) view of identity as being multiple and not singular, and their interpretation of the different aspects of the writer's selves. In addition to exploring Ädel's (2006) distinction between the writer's presence in the 'world of discourse' as opposed to the 'real world' (introduced in Chapter 1), I explore in depth the 'real world' characteristics such as experiencing and participation. I do consider the notion of *authority* in terms of *stance* in Chapter 6, but the focus is not only on what Hyland refers to as the writers' affective attitude to propositions (Hyland, 1999, 2005), nor on the struggle that student writers have with expressing *stance*, since this has already been extensively studied. Instead, the focus is on the writer's *attitudinal stance* which conveys personal attitudes or feelings. To do this I approach the data obtained from the College of

Nursing- AlAhsa (CON-A) and the College of Nursing-Jeddah (CON-J) with the following research questions:

1. How do non-native speakers of English, and undergraduate nursing students particularly from CON-A and CON-J, levels 1, 2, and 3 use first person pronouns in their writing?
2. What are the most/least frequent pronouns utilised in each college and each level?
3. Are there any similarities/differences in the students' adoption of first person pronouns across these levels in both colleges?
4. What roles do these personal pronouns (both most and least frequent) have in the text?
5. Which roles predominate in each level and which are used least?
6. Are there any similarities or differences between both colleges in the roles that the students take in their writing? What are they?
7. What factors contribute to the students' employment of personal pronouns and the roles they inhabit?
8. What do the students' utilisation of personal pronouns and the roles occupied reveal about their writing?

3.4. Summary of the chapter

This chapter has reviewed the relevant research on writer identity in text, exploring what researchers refer to when they use terminology associated with this concept. It has discussed the social constructivism view and the role it has played in bringing the concept of identity to the forefront of research. The terminology associated with the notion of 'writer identity' in literature has been discussed via Ivanič's (1998) classification of identities pinpointing the dominant notions in the research on writer identity and student academic writing, particularly second language writing. This

chapter has also provided an overview of the various studies which have investigated this notion of 'writer identity' highlighting the salient aspects of each and considering the linguistic and grammatical features that are frequently investigated to reveal aspects of writer identity in texts. The final section has presented the orientation of this study and posed the questions used to investigate the data collected. Before proceeding to reporting the findings, the next chapter (Chapter 4) describes the data, data collection procedures and methodology.

4. DATA & METHODOLOGY

4.1. Introduction

This chapter presents the methodology followed by the study. It commences by describing the data and detailing the data collection procedures in Section 4.2. This is followed by discussing the corpus used in this study (Section 4.3) and its advantages (Section 4.3.1), highlighting some corpus-related issues (Section 4.3.2), and explicating how the ethical issues pertinent to the study were addressed (Section 4.3.3). A thorough account of the data processing phases, which encompass corpus building and data analysis is provided in Section 4.4. Following this is an explanation of the research design and the methodological approach adopted in this study (Section 4.5). This chapter concludes by presenting a taxonomy of first person pronouns in Section 4.6. In this section, I set up a model of the writer's discoursal self (selves) by investigating the various roles occupied by first person pronouns in NNS student academic writing. This was attained using concepts previously highlighted in the background literature reviewed in Chapter 3. These concepts relate to the ways in which writer identity is understood in a text (Clark & Ivanič, 1997; Cherry, 1988; Ivanič, 1998) and the ways in which texts are organised (Ädel, 2006; Crismore 1984; Crismore *et al*., 1993; Crismore & Farnsworth, 1990). The model of the writer's discoursal self proposed has been adopted to interpret the various instances of first personal pronouns (singular and plural) generated by the students in the corpora investigated. The results of the data analysis will be reported and discussed in Chapters 5 and 6.

4.2. The data and data collection procedures

As indicated in Chapter 1, the subject of analysis in this study is multi-genre texts (paragraphs and essays) generated by non-native, undergraduate students of the College of Nursing in the cities of Al-Ahsa (CON-A) and Jeddah (CON-J) in Saudi Arabia. The texts collected were produced by the students enrolled in an intensive English language programme which is part of a two-year pre-professional programme at King Saud bin Abdul-Aziz University for Health Science (KSAU-HS). This programme has three different proficiency levels in both colleges: level 1 (lower-intermediate), level 2 (upper-intermediate), and level 3 (advanced).

There were a number of courses delivered at the colleges for teaching reading, vocabulary, oral communication, grammatical structures, and writing. The texts investigated in this study were mostly taken from the courses with a special focus on writing skills – except for one course (ENGL 212) which is designed to teach reading and vocabulary. The written texts were part of timed mid- and final exams which were conducted and administered by different tutors and were elicited in response to various prompts. They were produced in the academic years between 2009-2012.

From CON-A four courses were added: ENGL 101, ENGL 111, ENGL 211, and ENGL 212. From CON-J three courses were included: ENGL 101, ENGL 121, ENGL 321 (see Appendix D for a full description of each course). The courses were delivered to Stream 1 Levels 1, 2, and 3 in both colleges. It is essential to stress that the texts collected (essays and paragraphs) were those which had been preserved by the English Department in their archive and were the only ones available that I could lay my hands on after obtaining the necessary permissions (see Section 4.3.3 for details on the ethics of the study).

The data collected were compiled into a corpus of 242 texts in total. The main corpus is constituted of two sub-corpora: the sub-corpus of CON-A and CON-J. In the CON-A sub-corpus, there were 117 texts written by 53 students (30 of whom generated 2-3 texts). The sub-corpus of CON-J, on the other hand, contained 125 texts written by 114 students (6 of whom generated 2 texts at least). Both corpora contained texts from different levels and there were a number of texts which were generated by single students. The total number of words in the two corpora is 42573: there are 27160 words in the CON-A sub-corpus (Table 4.1) and 15413 words in the CON-J corpus (Table 4.2). The length of the texts obtained from CON-A varied between 70-550 words while the length of texts generated by CON-J ranged between 43-233 words.

Table 4.1 A breakdown of CON-A sub-corpus

CON-A	Number of texts	Number of words
Stream 1 Level 1	41	11595
Stream 1 Level 2	25	5916
Stream 1 Level 3	51	9649
Total	117	27160

Table 4.2 A breakdown of CON-J sub-corpus

CON-J	Number of texts	Number of words
Stream 1 Level 1	36	4037
Stream 1 Level 2	17	1897
Stream 1 Level 3	72	9479
Total	125	15413

Attention here must be drawn to the fact that the initial purpose of having two separate corpora was to answer the question posed about similarities and differences between the students' adoption of first person pronouns across the levels in both colleges (see Chapter 3), as it was assumed that one college might demonstrate more skilfulness than the other in the way they use the pronominal references. However, the findings discussed in Chapter 5 (see Section 5.4) revealed that similarity in the adoption of first person pronouns was the prevalent feature in both colleges and that the differences observed were insignificant. This finding nevertheless has not affected the decision of keeping the two corpora separate as it is believed that it is an important conclusion drawn in this study.

The data collection process underwent a number of steps. It commenced by making contact with the deans and tutors from the Colleges of Nursing (CON-A and CON-J). The aim of this step was to obtain information about the following points: the number of students, the type of writing and number of words generated, the courses delivered, and the curriculum adopted. The reason behind asking about the type of writing generated at the colleges was to ensure that the texts collected had relatively similar criteria (see Section 4.4 below for details on the corpus building procedure). During the period of making applications to obtain all the necessary approvals, communication with the colleges via email (and sometimes telephone) was continuous. After waiting for fifteen months, I made a trip to Saudi Arabia and visited the two colleges to collect the texts and construct the corpus.

4.3. The corpus utilised in this study

The second phase of the data collection process was to compile the collected texts in a corpus. Before describing how the texts in the corpus were processed, it is essential to explain what a corpus is, what its functions are, and highlight some of issues revolving around its construction.

4.3.1. What is a corpus?

The term corpus (plural corpora) refers to "a body of text assembled according to explicit design criteria for specific purposes" (Atkins, Clear & Ostler, 1992: 5). In modern linguistics, this term refers to "a collection of sampled texts, written or spoken, in machine-readable form which may be annotated with various forms of linguistic information" (McEnery, Xiao & Tono, 2006: 4). Corpora are classified into two broad types according to "the range of text categories represented in the corpus: *general* and *specialized*" (ibid.: 15). Other types of corpora include written vs spoken, monolingual vs multilingual, synchronic vs diachronic, open vs closed (Bowker & Pearson, 2002: 12-13) and historical vs contemporary. Additionally, Hunston (2002) enumerates other common types such as comparable corpora, parallel corpora, pedagogic corpus, monitor corpus, and learner corpus, although Flowerdew (2004: 21) considers some of these types as features that can be "applicable to both general and specialized corpora".

This study uses a specialised corpus which "tend[s] to be domain… or genre specific" (McEnery, *et al*. 2006: 4). More specifically, it is "a corpus of texts, such as newspaper editorials… academic articles in a particular subject…, essays written by students etc." (Hunston, 2002: 14). Flowerdew (ibid.) states that "corpora are always designed with a particular purpose in mind". She indicates that this generic aspect

in the corpora pertains to the specialised corpus as well, and the fact that it is referred to by some corpus linguists as *the special purpose corpus* (Bowker & Pearson, 2002 and Meyer, 2002) emphasises this quality.

In discourse analysis, there are numerous advantages of utilising a corpus. Technically speaking, a corpus, in general, provides easy access to data as they are electronically stored in a computer thus making a large quantity of data available for analysis. Also automatic retrieval is viable and comprehensive (Biber, Conrad & Reppen, 1998; Sinclair, 1991; Stubbs, 1996). In relation to the current study, the quantitative and qualitative analyses required in order to answer the questions posed make it best conducted via adopting specialised corpus. This is because it is more manageable for qualitative studies due to its size and composition (Flowerdew, 2004: 16). Also, it "allow[s] a much closer link between the corpus and the context in which the texts in the corpus were produced" (Koester, 2010: 67), thus making "top-down, qualitative contextually-informed analyses" (Flowerdew, 2004: 17) more feasible, which is of paramount importance to this study. Another reason for its suitability stems from the fact that the corpus compiler is often also the analyst who usually "has a high degree of familiarity with the context" (Koester, 2010: 67). This means that the quantitative findings achieved by corpus analysis can be complemented with qualitative findings (Flowerdew, 2004 and Koester, 2010). Another important point pertains to the linguistic/textual features (i.e. first person pronouns) investigated in this study. As Koester (ibid.: 66) states, such features "can be reliably studied using a relatively small corpus". Although specialised corpora such as those utilised in this study are relatively small, they can still provide a large amount of data compared to what would be available via the use of non-computerised methods.

4.3.2. Some corpus issues

Fundamental issues in corpus design are the representativeness, size, and generalisability of the findings of specialised corpora. Flowerdew (2004: 18), for instance, indicates that these are "thorny issues which have … been widely debated in the literature on corpus studies in general, and to which there seem to be no answers". These issues will be discussed in the following sub-sections as far as this study is concerned, showing how these aspects, including balance, were addressed when compiling the corpus.

4.3.2.1. Representativeness

Biber (1993: 243) defines representativeness as "the extent to which a sample includes the full range of variability in a population". In order to establish representativeness of a corpus, two main aspects have to be considered: situational and linguistic (ibid.). McEnery *et al*. (2006: 15-16), on the other hand, refer to external and internal criteria. However, careful scrutiny of these criteria reveals that they are only related to maintaining the representativeness of general corpora. From my perspective, I consider them neither suitable nor applicable to the corpora compiled for this study. Flowerdew (2004: 26) indicates that there has been a consensus among corpus linguists that representativeness "is not a clear-cut issue", asserting that specialised corpora are generally deemed representative "of the genre under investigation if they contain numerous texts from a variety of authors so that no one authorial style would dominate and typical lexical or grammatical patterns would be revealed". While the corpus in this study comprises essays and paragraphs generated by undergraduate NNSs, no claims can be made about it being representative of these two kinds of writing in contexts other than the College of Nursing. As Koester

(2010: 68) asserts "[i]f all the samples come from just one organisation, then the corpus will be representative of the genre as used in that organisation, but not of the genre as a whole".

4.3.2.2. Size and balance

The size of a specialised corpus is another major issue in corpus design. Although "there is no ideal size for a corpus" and it is "dependent on the needs and purpose of the investigation… , a specialized corpus should be of adequate size such that there is a sufficient number of occurrences of a linguistic structure or pattern to validate a hypothesis" (Flowerdew, 2004: 18). While Aston (1997: 54) considers the range of small corpora to be 20,000-200,000 words, Flowerdew's (2004: 21) parameters for defining a corpus as specialised indicate that 20,000-200,000 words is the size of sub-corpus or a small-scale corpus. The size of the specialised corpus built in the current study is approximately 42,573 words, which falls within the range proposed by Aston (1997) and Flowerdew (2004).

Balance is an issue closely related to the size of the corpus. This is defined as "the range of text categories included in the corpus" McEnery *et al*. (2006: 16). It can be seen from Tables 4.1 and 4.2 above that the sub-corpora of CON-A and CON-J are not perfectly balanced as Stream 1 level 2 sub-corpus is relatively smaller than Stream 1 levels 1 and 3 in both colleges. However, this problem was tackled by converting the raw frequencies into normalised frequencies. More information on the normalised frequency (meaning and importance) is provided in Section 4.4.2. In addition, the writing samples investigated in this study are relatively short. As indicated in Section 4.2, the paragraphs were about 40-70 words, while the essays were about 200-550 words. In order to address the issue of the sample size, it was necessary to provide as many writing samples as possible.

4.3.2.3. Generalisability

Flowerdew (2004: 19) makes a direct connection between the generalisability of the corpus and the approach to the analysis undertaken, arguing that even if the specialised corpus is "statically representative of the discourse under investigation, the very nature of qualitative-based approaches to corpus analysis means that we may not be able to draw generalisations from them with the same amount of certainty that we can for quantitative-based analyses". As far as generalisability of findings is concerned, it has to be recognised that the results achieved in this study are restricted to the population of the corpus, i.e. the students of the College of Nursing whose writing is examined. No claims can be made about the generalisability of the results achieved to other populations beyond the one in the current study, e.g. all Saudi undergraduate students, Arab students, or other non-native English speakers in other EFL contexts, nor can they extend to cover other genres. In spite of the fact that the current study combines both quantitative and qualitative approaches to the analysis (see Section 4.4 below), drawing generalisations remains a thorny issue. We shall now discuss the ethics of the study.

4.3.3. The ethics of the study

The study was conducted in accordance with ethical guidelines issued by the University of Birmingham. Firstly, approval was gained from the Research Ethics Committee after fulfilling their conditions and supplying them with information requested about the following aspects:

- The project and the way it was to be conduct.
- The investigators/co-supervisors involved.
- The estimated start/finish timings.

- The funding sources.
- The consents required to gain access to the data and how they will be obtained.
- The participants.
- The anonymity of the participants and the confidentiality of the data.
- The storage, access, and disposal of the data.

In addition to compliance with the University of Birmingham Research Ethics Committee roles and regulations, the study was conducted in respect to King Abdullah International Medical Research Centre (KAIMRC) ethical regulations. The Institutional Review Board (IRB) at KAIMRC, which is based in Riyadh, Saudi Arabia, was contacted to gain access to the data from CON-A and CON-J, supplying all the requested documents. An application to conduct research was made. It was supported by a request letter, a research proposal and a recommendation letter from my supervisor.

To stress again, all the aforementioned authorities were assured about the anonymity of the participants and the confidentiality of their texts. Student anonymity was achieved via assigning new identification numbers that differed from their original IDs. No one who read either the extracts from the data samples or the corpus would be able to identify who the students were. Providing these IDs was essential for the sake of referencing, classifying, organising, and comparing the texts. Regarding confidentiality, only the teachers at CON-A and CON-J and my supervisors could gain access to the data which would merely be utilised for research purposes. Further, the data were stored electronically in a password-protected computer (my personal computer). In case any hard copies were produced, they would be kept in a locked filing cabinet, to which I am the only one who has access. The data will be kept for ten years, and then destroyed unless further permission is granted to utilise data for research purposes under the guidance of

King Abdullah International Medical Research Centre ethical regulations (see Appendix A for the approvals granted).

4.4. Data processing: corpus building and data analysis

This section discusses the process via which the corpus was built, explaining in detail the preliminary steps taken to organise the data and prepare them for corpus compilation (next section). It also explicates the second phase of the study which is data analysis (Section 4.4.2).

4.4.1. Phase 1: Corpus building

The corpus building went through several steps. The texts collected for this research were handwritten on A4 pages. There were two ways of converting these texts into machine-readable form: the first is to utilise special software, and the second is to manually key them in. Because the handwriting was not always clear and some texts were full of scribbles with some of the lines and paragraphs crossed out it was difficult to use Optical Character Recognition (OCR) software to convert paper documents into electronic information. Baker (2006: 34) points out that OCRing, although quicker than keying in the document by hand for most people, is "not a 100 per cent accurate process", as the data generated from this process needs "to be hand-checked, spell-checked and corrected for errors". He indicates that "the best type of texts that respond to OCRing are "those which are published in a straightforward format" (ibid.). Since the obstacles mentioned above made using the 'quicker' way of transferring the texts into electronic forms impossible, the texts had to be keyed in (transcribed) by hand. This process was time-consuming and costly.

The transcription process started with scanning the texts and saving them as .TIF (Tagged Image Files). Then they were assigned unique identity numbers, which were different from the original IDs, classified, and stored in folders labelled with the courses' names and codes. After that, the texts were word processed and saved as .TXT (Text Files). They were given to a professional transcriber, who charged per number of words typed. To maintain the authenticity of the texts (see McEnery *et al*., 2006: 5), instructions were given to the transcriber not to make any kind of modifications to the texts, as they had to be typed exactly as originally written by the students, retaining all grammatical, spelling, and punctuation mistakes. Following the transcription, the .TXT files were reviewed to check that they were typed as originally produced and that the authenticity of the texts was not affected.

Student assigned ID	Stream	Level	Course	Number of words	I	Me	My	Mine	We	Us	Our	Ours	Type of exam	Type of text	Academic year	Prompt
A043aS1L1ess	1	1	101	550	47	11	21	0	6	2	0	0	Mid-term	Essay	2009-2010	1.1.4/A
A043bS1L2ess	1	2	111	413	19	11	25	0	2	1	0	0	Final	Essay	2009-2010	1.2.2/A
A043cS1L3ess	1	3	211	269	1	0	0	0	4	2	1	0	Final	Essay	2010-2011	1.3.2
A043dS1L3par	1	3	212	110	9	1	0	0	0	0	0	0	Final	Paragraph	2011-2012	1.3.7
A044aS1L1ess	1	1	101	181	17	4	2	0	0	0	1	0	Mid-term	Essay	2009-2010	1.1.4/A
A044bS1L2ess	1	2	111	168	10	8	5	0	0	0	0	0	Final	Essay	2009-2010	1.2.2/A
A044cS1L3ess	1	3	211	198	0	0	1	0	1	0	3	0	Final	Essay	2010-2011	1.3.2
A044dS1L3par	1	3	212	70	2	0	1	0	0	0	0	0	Final	Paragraph	2011-2012	1.3.7
A045aS1L1ess	1	1	101	323	24	1	15	0	0	1	0	0	Final	Essay	2011-2012	1.1.3/A
A045bS1L2par	1	2	111	141	5	2	1	0	5	2	1	0	Final	Paragraph	2010-2011	1.2.5
A046aS1L1ess	1	1	101	416	30	3	20	0	2	0	1	0	Mid-term	Essay	2009-2010	1.1.4/A
A046bS1L2ess	1	2	111	374	12	6	7	0	0	0	0	0	Final	Essay	2009-2010	1.2.2/A
A046cS1L3ess	1	3	211	301	1	1	0	0	4	1	0	0	Final	Essay	2010-2011	1.3.2
A046dS1L3par	1	3	212	94	2	2	0	0	0	0	0	0	Final	Paragraph	2011-2012	1.3.7
A047aS1L1ess	1	1	101	459	32	10	31	0	7	3	5	0	Mid-term	Essay	2009-2010	1.1.5/A
A047bS1L2ess	1	2	111	322	14	5	5	0	0	0	1	0	Final	Essay	2009-2010	1.2.2/A
A047cS1L3ess	1	3	211	246	16	1	3	0	1	1	0	0	Final	Essay	2010-2011	1.3.1
A047dS1L3par	1	3	212	110	7	1	5	0	0	0	0	0	Final	Paragraph	2011-2012	1.3.7
A048aS1L1ess	1	1	101	220	17	2	7	0	0	0	0	0	Mid-term	Essay	2009-2010	1.1.4/A
A048bS1L2ess	1	2	111	272	1	0	1	0	0	0	0	0	Final	Essay	2009-2010	1.2.1/A
A048cS1L3ess	1	3	211	170	1	0	1	0	9	0	0	0	Final	Essay	2010-2011	1.3.2
A048dS1L3par	1	3	212	99	7	1	0	0	0	0	0	0	Final	Paragraph	2011-2012	1.3.7
A049aS1L1ess	1	1	101	409	41	10	20	0	0	0	0	0	Mid-term	Essay	2009-2010	1.1.4/A
A049bS1L2ess	1	2	111	168	4	10	13	0	2	1	0	0	Final	Essay	2009-2010	1.2.2/A
A049cS1L3ess	1	3	211	199	8	0	1	0	12	0	1	0	Final	Essay	2010-2011	1.3.2
A049dS1L3par	1	3	212	97	7	1	3	0	0	0	0	0	Final	Paragraph	2011-2012	1.3.7
A050aS1L1ess	1	1	101	297	14	1	4	0	21	0	6	0	Mid-term	Essay	2009-2010	1.1.5/A

Figure 4.1 A screenshot of part of the metadata spreadsheet created for CON-A

A metadata spreadsheet was created to function as the first database (a second one was created as will follow). As Figure 4.1 depicts, this sheet includes detailed information about the students' assigned IDs

(or texts' IDs); the stream and the level of the students; the course and the exam for which the text was produced; the number of words of each text and its type; the academic year in which the text was generated; and the code number of the prompt which elicited the text. The sheet also contains the counts of the first person pronouns which were manually calculated in each text.

All the numbers were obtained via uploading the .TXT files to NoteTab Pro (which was utilised for annotation as will be explained below) and exploring the texts using the 'count occurrences' feature to provide the accurate number of pronouns. However, a slight problem emerged during this process. Although the texts were typed keeping all the spelling mistakes, some of the pronouns were written erroneously, e.g. there were instances of some reflexive pronouns such as *myself* and *ourselves* being written as *my self* and *our selves*, separating the pronouns into two parts by a space. In order to eliminate any possibility of miscalculation of the pronouns due to these wrong forms, a search for all possible mistakes in pronouns forms using the Find feature in NoteTab Pro was run throughout the whole texts and the wrong occurrences were excluded.

4.4.2. Phase 2: Data analysis

Data analysis commenced by reviewing the literature on writer identity and how it is particularly manifested through personal pronouns as widely discussed in different genres by various scholars (see Chapter 3). It has been noticed that most of the focus has been devoted to analysing personal pronouns in research articles and studying the rhetorical functions they perform on the level of discourse (e.g. Fløttum, 2005; Harwood, 2005a, 2005b, 2005c; Hu & Cao, 2015; Hyland, 2001; Kuo, 1999; Mur-Dueñas, 2007; Sheldon, 2009; Vassileva, 1998). However, these discoursal functions contribute mainly

to the construction of the writer's *stance*, *voice*, and *authorial presence*, overlooking aspects related to the writer's real personality, that is the writer outside the discourse. Although personal pronouns in writing produced by undergraduate students have received much less attention (e.g. Hinkel, 1999; Hyland, 2002a, 2002b, 2012; McCrostie, 2008; Petch-Tyson, 1998; Tang & John, 1999), similar aspects to those addressed in the research articles have been investigated in the limited research available, which fail to fulfil the aims of this research. Confronted with the lack of typologies describing roles taken up by writer as a *person* outside the world of discourse, I had to devise a taxonomy addressing this gap in the research to help achieve the purposes of this study (see Section 4.5 below for the framework).

Table 4.3 A sample of codes and tags generated for the pronoun *I*

Pronouns	Code	Code description	Tag
I	ITR	text related	<pp1 type="Itr"></pp1>
I	INTR Individual	Non -text related (Individual)	<pp1 type="Intr"intr="Iind"></pp1>
I	INTR Social	Non-text related (Social)	<pp1 type="Intr"intr="Isoc"></pp1>
I	INTR Irai	Non-text related (Individual + recounter of events)	<pp1 type="Intr"intr="Irai"></pp1>
I	INTR Isar	Non-text related (Social +recounter of events)	<pp1 type="Intr"intr="Iras"></pp1>

The framework construction went through several phases. It commenced with a preliminary analysis of the pronouns *I*, *my*, and *we*. A contextual analysis of a random sample of around 20-30 texts from each level was conducted using Microsoft Word to identify the various roles that each pronoun seems to occupy. This was followed by a micro-analysis of first person pronouns, which looked at the subject + VPs and NPs. In order to ensure the accuracy of the roles, a macro-analysis of the first person pronouns which went beyond the sentence level to the paragraph level was carried out. The roles identified were then discussed in depth with my supervisors. During supervision meetings, the sample texts were looked at in detail, and the proposed roles were carefully examined and reviewed to maintain the reliability of analysis. This was followed by generating codes for the roles found and creating the taxonomy.

After developing the taxonomy, it was essential to generate tags (labels) for the codes in order to annotate the corpus. Table 4.3 above demonstrates a sample of the tags produced for the first person singular pronoun *I* roles utilising the annotating software NoteTab Pro (see Appendix E for the full set of tags). Annotation "is the process of adding information to a corpus" (Hunston, 2002: 79); this process involves "building in information about the linguistic aspects of a text" (Bowker, 2002: 83), or "adding **interpretive**, **linguistic** information" to a corpus (Leech, 1997: 2). Corpus annotation is important for numerous reasons (see e.g. Leech, 1997: 4-6 and Hunston, 2002: 79-80). However, possibly the most salient aspect of this process in relation to this study is that it greatly facilitates exploration of the corpus, allowing complex and sophisticated analysis, like that conducted in this study on the roles that first person pronouns occupy (Baker, 2006: 16).

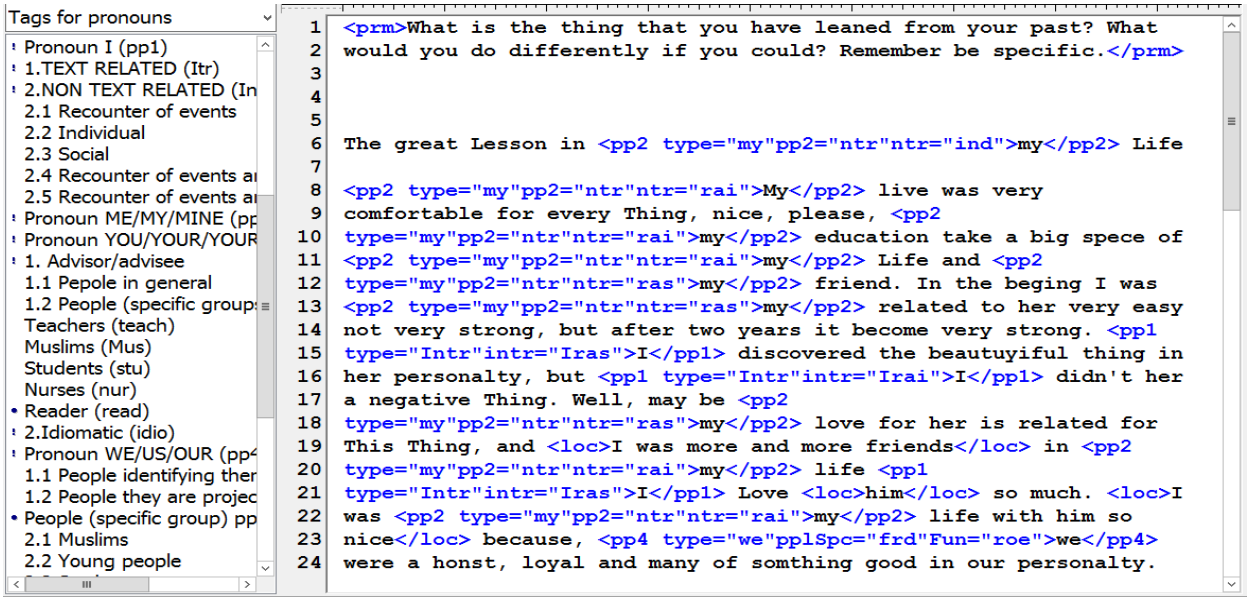


Figure 4.2 A tagged text uisng NoteTab Pro

The next phase was annotating the corpus, that is, assigning tags to pronouns in the texts. This was done by saving the texts again as .html (Hyper Text Markup Language) files and uploading them to NoteTab Pro. All the annotation was conducted manually. It is true that the size of a specialised corpus "makes [it] more amenable to manual tagging" (Flowerdew, 2004: 26), but the process was nevertheless difficult. This difficulty can be attributed to the fact that (i) it is a time-consuming and (ii) ambiguous process. By ambiguity, I mean that the meaning of some of the linguistic/textual features (i.e. first person pronouns) largely depends on the text and the co-text in which they occur. Sometimes, it was extremely difficult to fully grasp what these pronouns refer to without going through the whole paragraph in which they occur. Although access to the data was attempted through the use of concordance software (AntConc) which retrieved the many instances of a given pronoun along with its co-text, it was not relied on during analysis as it could not always provide the full text

needed as mentioned earlier. It was nevertheless utilised to generate concordance lines to depict verbs co-occurring mainly with instances of pronoun *I*.

Using the TextCrawler programme (see Figure 4.3 below), the numbers of tags (raw frequencies) were extracted. The frequency counts of all tagged pronouns were then normalised to a text length of 100 words. This normalisation is important in order to conduct a comparison of frequency counts across texts. Comparisons using raw frequencies "is only meaningful if [we] are dealing with equal amounts of text" (Hoffmann, Evert, Smith, Lee, Berglund-Prytz, 2008: 70). Since the corpus compiled in this study was unbalanced (as mentioned above) and the text lengths varied widely it was not possible to rely solely on raw frequencies, as this might lead to wrong conclusions. A normalised frequency was generated by dividing the absolute number of occurrences (raw frequency) of roles utilised in each text (i.e. tags extracted in each text) by the number of words in the text, multiplied by 100 as the following equation demonstrates:

$$\frac{\text{The raw frequency of the roles' tags in each text}}{\text{The number of words in the text}} \text{ X } 100$$

This was followed by creating another spreadsheet in which the following information was provided:

- the text ID,
- the pronouns,
- the roles occupied by the pronouns,
- the raw frequency of each role/tag in each text (i.e. the actual count of each role/tag),
- the normalised frequency of each role in each text,
- the number of words in each text,
- the text type, and

- the prompts.

From this spreadsheet (which was the master sheet) sub-sheets were created for the streams and levels. The sub-sheet for Stream 1 level 1, for example, included all the tagged pronouns generated by this group, and the Excel sub-sheet for Stream 1 level 2 contained all the pronouns in that group, and so on. The aim of this step was to provide a second database for the analysed texts.

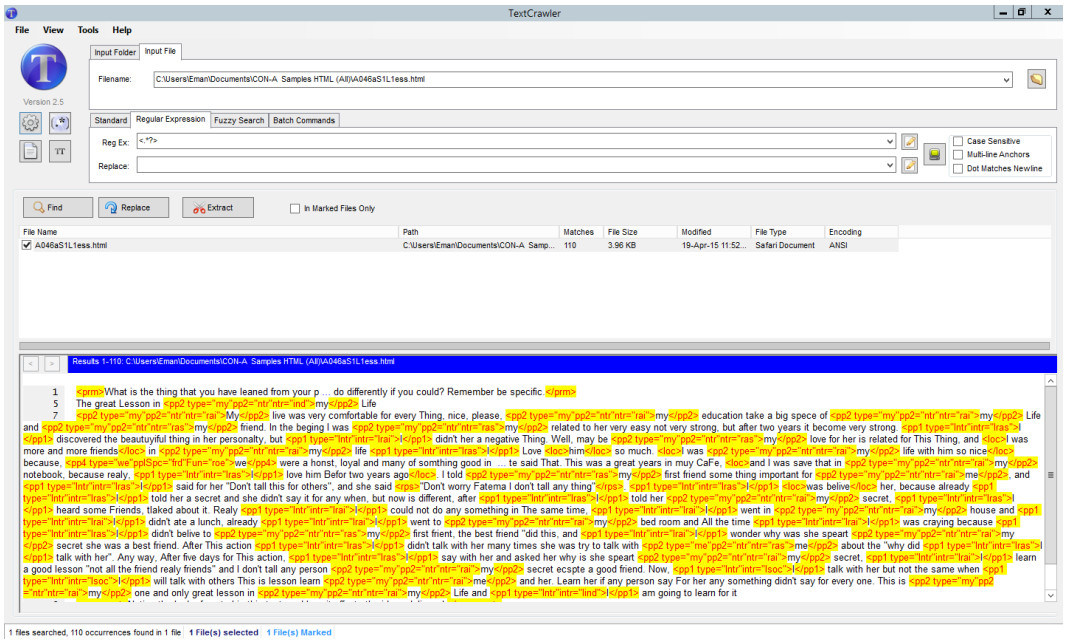


Figure 4.3 Extracting the number of tags using TextCrawler

Further analysis was conducted to compare and contrast the figures obtained from each stream and level. To perform this analysis, the Microsoft Excel sheets were converted into .CSV (Comma-separated Values) files and saved in order to create graphical manifestations of the data by means of boxplots.

4.4.2.1. What is a boxplot?

A boxplot is a graphical demonstration of the distribution of data along a number line. This box displays a five-number-summary (or five values) of a set of data, arranged from lowest to highest:

- The **minimum value** which is the smallest value in a set of data.
- **Lower quartile** (Q1) which is the middle value of the lower half of a set of data.
- **Median** (Q2) which is the middle value of a whole set of data.
- **Upper quartile** (Q3) which is the middle value of the upper half of a set of data.
- The **maximum value** which is the largest value in a set of data.

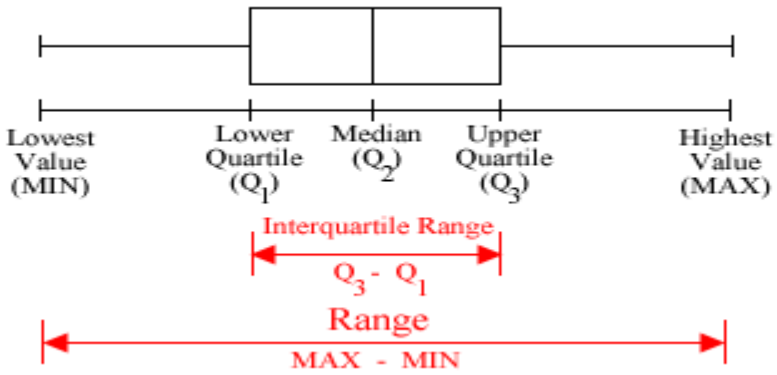


Figure 4.4 The five values displayed by a boxplot (adopted form Painter, 2013)

These values divide the data into four equally sized groups; each group represents twenty-five percent of the data. Figure 4.4 above shows the different parts of a boxplot. The body of the boxplot comprises a box which spreads out from the first quartile (Q1) to the third quartile (Q3), forming the Inter Quartile Range (IQR). The Inter Quartile Range represents fifty percent of the data. The vertical line

drawn inside the box is the median (Q2). The two horizontal (dashed) lines, extending 1.5 times the Inter Quartile Range from Q1 to the minimum value (to the left of the box), and from Q3 to the maximum value (to the right of the box) are the whiskers. The other components of the boxplots are the outliers and jitter points. Outliers are small circles plotted individually outside the whiskers, as their values are "surprisingly large or small given all data points considered jointly" (Baayen, 2008: 43). Jitter points are the small dots which show the distribution of the data.

Generally, a boxplot is a useful tool which can be adopted in various ways. Benjamini (2012: 257) describes it "as a flexible exploratory-data-analysis tool", which "is used to display data; to study symmetry, "longtailedness", and distributional assumptions; to compare parallel batches of data; and to supplement more complex displays with univariate information". It is especially useful for identifying skewedness, i.e. lack of symmetry in the distribution of data. Boxplots have been chosen in this study because they help to quantify "the spread, or the dispersion, of scores in the data" (Field, Miles & Field, 2012: 24) via means of range between/across quartiles. Thus, observing the spread of normalised frequencies in this study through boxplots facilitates comparison between the numerous data sets represented by the roles that personal pronouns occupy in different levels and streams in the College of Nursing in Al-Ahsa and Jeddah. Consequently, this makes dealing with large numbers of observations relatively easy. Unlike any other graphical representation of data such as bar charts, boxplots are particularly useful for indicating outliers, i.e. unusual observations in the data whether large or small.

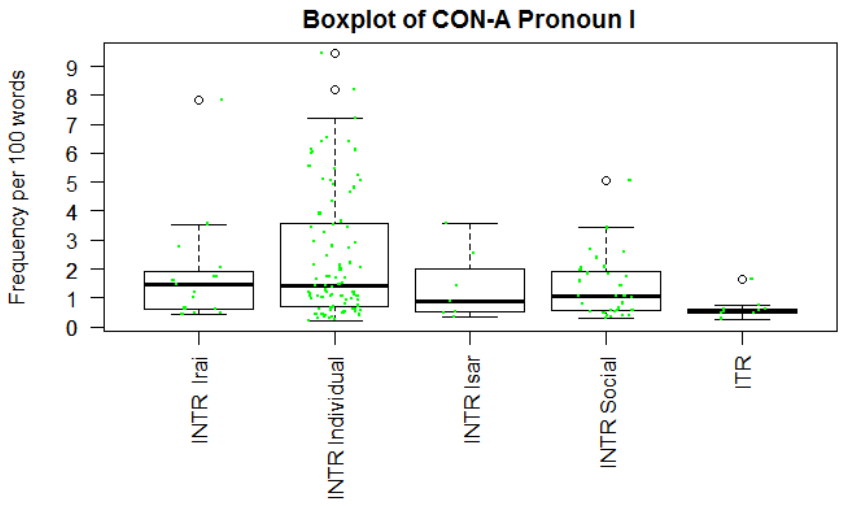


Figure 4.5 A boxplot of roles fronted by pronoun *I* in CON-A

Figure 4.5 above depicts two main variables plotted in the boxplots: the roles that personal pronouns occupied in CON-A and the normalised frequency of these roles. The boxplots plot the roles of personal pronouns on the x-axis and the normalised frequency on the y-axis. The green dots show the distribution of the roles in each boxplot according to their normalised frequencies. In order to explain how a boxplot is read/interpreted, let us look at the first boxplot on the left side in Figure 4.5. This shows the normalised frequency of the personal pronoun *I* occupying the role of *Individual and recounter of events* (INTR Irai). As can be seen, the green dots (jitter points) spread from the minimum value 0.4 percent to the maximum value of 4.8 percent and there are outliers at the value of 8 percent. This normalised frequency is unusually high, as it extends more than 1.5 times the interquartile range. This extension could lead to a misinterpretation of data, as it might be assumed that the role of *Individual and recounter of events* (INTR Irai) is the most frequent role that the pronoun *I* occupied. However, this is not the case as this high frequency most probably has resulted from an overuse of this pronoun by a single student.

4.5. The research design and methodological approach

This study was approached firstly by choosing a research design that would help answer the proposed questions. A research design is "the logic that links the data to be collected (and the conclusion to be drawn) to the initial questions of the study" (Yin, 2003: 19). Similarly, de Vaus (2001: 9) indicates that the purpose of a research design is to "ensure that the evidence obtained enables us to answer the initial question as unambiguously as possible". There are various definitions of a case study in the research design literature and despite being approached differently, there is a consensus among scholars that a case is "the subject of interest" (Thomas, 2011: 23), or the "object of study" (de Vaus, 2001: 220). de Vaus elaborates on this by indicating that a case is "the unit of analysis about which we collect information" and that "in case study designs it is the unit that we seek to understand as a whole" (ibid.). The subject of interest and the unit of analysis in the current research are a text in a corpus of students' writing.

Three vital facets were considered to offer a thorough account of this study: "the purpose behind doing [this case] study, the approaches to take when … [doing] it, and [finally] the processes to adopt to achieve the most fruitful crop of findings" (Thomas, 2011: 96). In brief, the study can be described as being explanatory (the purpose), descriptive/illustrative, interpretive (one of the approaches), and comparative (the process). To elaborate, the study presents a description of the first person pronouns that were adopted, including illustrations of instances, as well as the number of their occurrence in students' texts. In the next phase, an interpretation of the roles behind these pronouns, utilising a typology of the writer's discoursal self (which will be introduced below in Section 4.6) will be given. This is followed by an explanation of the what, how and why of the students' use of these pronouns. The process followed in analysing data can be described as being a comparative or cross-case analysis (Thomas, 2011). After an in-depth analysis of each corpus (case) as a whole was conducted,

comparisons are made between all sub-corpora in order to provide answers to the questions revolving around similarities and differences (see Chapters 5 and 6). However, no statistical measures have been deployed to ascertain statistical difference between the two corpora. The most salient reason for choosing not to do this is the fact that comparison and contrast are not a primary aim in this study, rather they are a process of observing figures depicting distinct writers' discoursal acts (this point was stressed in Chapter 1). It also has been assumed that since the contexts from which the data were obtained are very similar in terms of the students' background, courses delivered, and goals which should be achieved, any difference revealed would be statically insignificant.

Some researchers employ a reference corpus in conducting a similar analysis to the one done in this study. This reference corpus can be either a corpus of native speakers of English or a corpus of non-native speaker writers. Making use of a reference corpus written by NSs was not considered as this study is dedicated to exploring, explaining, describing, and interpreting the identities taken up by NNSs when using first person pronouns in writing generated in an EFL context. Conducting comparison and contrast between NSs and NNSs is not one of the aims in this study, nor is it a focus of the analysis in this research because it is genuinely believed that writing generated by these two groups differs in various aspects, and their utilisation of pronominal references varies considerably (see e.g. Ädel, 2006; Hinkel, 1999; Petch-Tyson, 1998). If any reference corpus were to be used in this study, it had to be one written by Arab students at the same level of the students whose writing is investigated in this study (i.e. the tertiary level). However, it was not feasible to utilise this kind of corpora due to the lack of accessible unpublished student academic writing generated by post-secondary level Arab students (this issue is highlighted in Chapter 7, Section 7.3).

As noted, this study employed a corpus-based approach which is "a methodology that avails itself of the corpus mainly to expound, test, and exemplify theories" (Tognini-Bonelli, 2001: 65). The corpus-based approch is identified by Biber *et al.* (1998: 4) as being characterised by:

- utilising a collection of natural texts, i.e. corpus as the basis of analysis;
- emprically analysing the actual patterns of use in natural texts;
- employing comptures for analysis; and
- adopting quantitative and qualitative analytical techniques.

Linguistically speaking, Biber *et al*. (ibid.: 5) emphasise that "the goal of corpus-based investigations is not simply to report quantitative findings, but to explore the importance of these findings for learning about the patterns of language use". Thus a corpus-based approach allows quantitative data (i.e. functional) and qualitative interpretations to be presented jointly, which significantly contributed to understanding the phenomenon under current investigation.

The data were approached quantitatively via counting first person pronouns and the various, distinct roles they inhabited. The pronouns and the roles were counted separately by generating two types of statistics: raw and normalised. The raw figures and their percentages were arranged in tables and graphs (as will be seen in Chapter 5) while the normalised figures were illustrated in boxplots (Chapters 5 and 6). This quantification has produced an overall picture of the way first person pronouns were utilised at the different levels in both CON-A and CON-J, providing answers to the research questions 2 and 3. The normalised frequencies were crucial to understand, describe, and explain the roles inhabited by the pronouns and the students' utilisation of them across the different levels in both colleges. In addition, the figures' tabulation and depictions made comparison and contrast of the students' discoursal acts more feasible.

As Schmied (1993 cited in McEnery & Wilson, 1996: 62) states "a stage of qualitative research is often a precursor of quantitative analysis, since, before linguistic phenomena are classified and counted, the categories for classification must first be identified". Determining categories for classification was a provisional phase of the qualitative analysis, which was conducted in this study on several levels. In this phase, I initially analysed what I assumed to be the three frequent pronouns which were *I*, *my*, and *we* in a random sample of 20-30 texts from each level in order to identify the distinct roles each pronoun occupied. The second phase encompassed a micro-analysis of first person pronouns, which looked at the subject + VPs (verb phrases) and NPs (noun phrases) and a macro-analysis which went beyond the sentence level to the paragraph level and the whole text. The third phase included examining and reviewing the proposed roles' categories during meetings with my supervisors. This step was crucial in order to maintain the reliability of the analysis. Quantitative analysis also included developing the taxonomy introduced in Section 4.6, generating tags (labels), and most importantly annotating the corpus, which was done manually by NoteTab Pro. This was the most salient process as it allowed me to consider all instances of pronouns whether frequent or less frequent, thus offering a rich perspective on the data.

4.6. A taxonomy of first person pronouns: a model of the writer's discoursal self

As indicated in Chapters 1 and 3, the view that writer identity is multi-dimensional is held by a number of social researchers (Clark & Ivanič, 1997; Cherry, 1988; Goffman, 1969, 1981; Ivanič, 1994, 1995, 1998) and devising a framework of first person pronouns that identifies the different roles occupied by writers is in line with this view. Before explaining the framework of the writer's discoursal self (selves), let me begin by briefly discussing personal pronouns. Biber *et al*. (1999: 328) define personal pronouns as "function words which make it possible to refer succinctly to the speaker/writer and the addressee, and identifiable things or persons other than the speaker/writer and

the addressee". Quirk, Greenbaum, Leech, Svartvik & Crystal (2008) assume that personal pronouns are the most important and central class of pronouns due to their frequency and grammatical characteristics. Personal pronouns have been identified as being the *central pronouns*, which "have in common the distinction" of person, gender, number, and case (see Quirk *et al*. 2008: 346). As Table 4.4 below shows, first person pronouns are a subclass of personal pronouns and consist of the pronouns *I* and *we* (used in the subject position), *me* and *us* (used in the object position and as a complement of a preposition), *my* and *our* (function as possessive determiners), and *mine* and *ours* (function as independent pronouns). However, the interest of this study is not the grammatical functions of first person pronouns as much as it is the roles they have in the text, and what they reveal about the writer's discoursal self manifested in their writing.

Table 4.4 First person pronouns

Person	**Number**	**Personal pronouns**		**Possessive pronouns**	
		subjective	**objective**	**determinative/dependent**	**independent**
1st	singular	I	me	my	mine
	plural	we	us	our	ours

First person pronouns have been widely acknowledged as the most visible realisation of the writer in the text. Hyland (2002b: 352) asserts that, "a writer's identity is created by, and revealed through, the use or absence of the I pronoun". In this thesis, personal pronouns are investigated to provide a framework that will help increase understanding of the writer's discoursal selves, particularly shedding some light on the different 'personalities' a writer might have in the text. Two main taxonomies have been devised: the first identifies the roles inhabited by first singular pronouns (*I*,

my, *me*, *mine*), and the second focuses on roles occupied by first person plural pronouns (*we*, *us*, *our*, *ours*).

The classification of these pronouns was not always straightforward. When analysing pronominal references, a distinction has been made between cases in which these pronouns are adopted to refer to the writer and the readers who are directly participating in the current discourse (i.e. those which have been used metadiscursively), and cases in which the referents are external to the text (those which have been used personally). The latter also demanded careful scrutiny of the functions performed by pronouns in order to determine if the referent is solely the writer, or the writer with other referents. This highlights the importance of the context or the co-text, mentioned in Section 4.4.2 above, in deciding which instances fall into which category. Although some of the examples allow for alternative interpretations, the model is still capable of giving us insights into the writer's personal roles in the discourse. In this analysis, verbal processes (Bloor & Bloor, 2004; Halliday, 1994) have also been considered, and the process type has been identified. It is important to stress that in the data analysed for the current study, all first personal pronouns which occur in quoted material and reported speech have been left out, as they are not the purpose of the investigation, and also that all the spelling mistakes have been retained.

4.6.1. First person pronouns (singular)

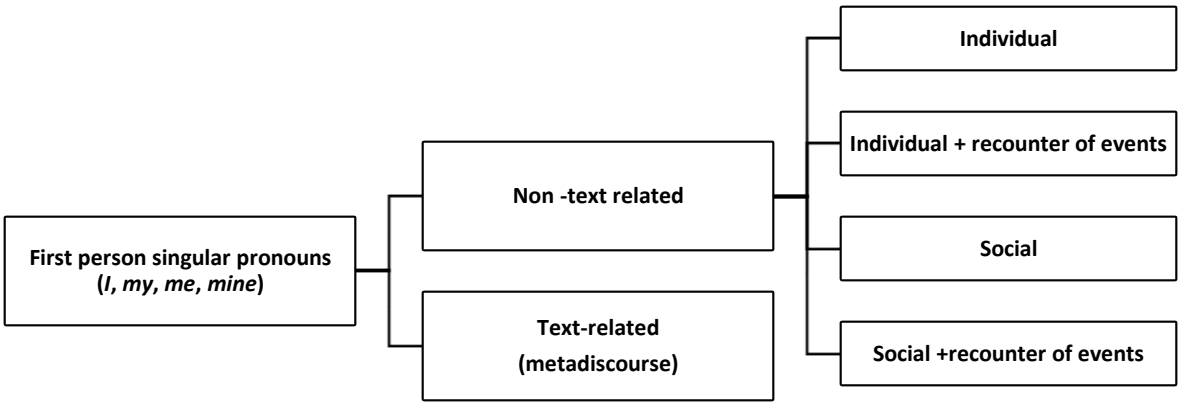


Figure 4.6 The roles occupied by first person singular pronouns

Careful scrutiny of the first person singular pronouns in the texts revealed that the two main types of roles occupied by pronouns *I, my, me, mine* were: *text-related* and *non-text related*. As pointed out in Chapter 1, the division of the roles performed by first person pronouns into 'inside' and 'outside' is not novel and has been introduced in the literature on personal pronouns in the work of Petch-Tyson (1998) and Ädel (2006) who have identified the different rhetorical functions that such pronouns can play within and outside the text.

4.6.1.1. First person pronouns functioning as a text-related role

The text-related role of first person pronouns corresponds to the concepts of metadiscourse (Ädel, 2006; Crismore *et al*., 1993; Crismore 1984; Crismore & Farnsworth 1990; Vande Kopple, 1988). Vande Kopple (1988: 235) describes metadiscourse as the writer's attempt to "organise, classify,

interpret, evaluate, and react to the propositional material". Similarly, Crismore & Farnsworth (1990: 119) define metadiscourse as "an author's overt or nonovert presence in the discourse in order to direct rather than to inform readers". Metadiscourse, as identified by Crismore & Farnsworth (ibid.: 121), acts on two levels: a "referential, informational plane" and an "expressive, attitudinal plane". The referential level helps "to direct reader show to understand the author's purposes and goals, and the primary message by referring to its content and structure" (Crismore, 1984: 282). It represents the writer's comments on the direction of the text and their approach to organising the text. The attitudinal level, on the other hand, "comments on the discourse plans, the author's attitudes, the author's confidence in his following assertions, and the use of self-reference and references to the readers" (Crismore, 1984: 279), thus reflecting the interpersonal aspect of the discourse. Both levels are linguistically realised through using modality, evaluative comments and first and second person pronouns. Recent research has regarded acts displaying interpersonal aspects as being scholarly practices in contrast to the discourse-organising practices that a writer as "Academic" is usually engaged in (John, 2005: 44).

Ädel (2006: 20) considers metadiscourse as "text about the evolving text", making a fundamental distinction between the writer's presence in the 'world of discourse' as opposed to the 'real world' (which will be introduced later in Section 4.6.1.2). In the 'world of discourse', the focus is on *metadiscourse*, which constitutes "the writer's explicit commentary on [their] ongoing discourse". This commentary specifically performs internal-text actions referring to the evolving text. Ädel makes a further functional distinction within metadiscourse between two types: *Metatext* and *Writer-reader interactions*. *Metatext* is characterised by "spell[ing] out the writer's (and/or the reader's) discourse acts, or refer[ring] to aspects of the text itself, such as its organisation or wording, or the writing of it" (ibid.: 36). *Writer-reader interactions* is concerned with "the linguistic expressions that

are used to address readers directly, to engage them in a mock dialogue" (ibid.: 37). Both categories have been classified into several subtypes that diversify according to the intended discourse function.

Compared to Crismore & Farnsworth's (1990) model above, it seems that Metatext in Ädel's model echoes the "referential, informational plane", while Writer-reader interactions partially mirror the "expressive, attitudinal plane". However, Ädel's (2006) approach to analysing metadiscourse is slightly different from that of Crismore (1984), Crismore & Farnsworth (1990) and Crismore *et al*. (1993). When investigating discourse Crismore (1984), Crismore & Farnsworth and Crismore *et al*. have adopted a macro-level analysis by which they identify an overall function for large chunks of discourse, such as a sentence or clause, as one metadiscursive unit. In contrast, Ädel has taken a micro-level 'atomistic' approach to analysis by identifying one subject + VP at a time as a unit distinguishing between smaller linguistic-functional categories. The following example from the data analysed in this study will illustrate the difference. I **bold and underline** the first person pronoun and *italicise and underline* the verbal group following the pronoun.

Example 4.1

I *will take* about our systems in our schools here in Saudi Arabia. (A067S1L2par)

While Crismore & Farnsworth (1990) and Crismore *et al*. (1993) would consider the whole sentence in Example 4.1 above as one single metadiscursive unit, Ädel would not. She would regard *I will take* (a misspelled version of *I will talk*) to be metadiscursive as it overtly signals a discourse act, arguing that *our systems in our schools here in Saudi Arabia* does not involve a reference to the text. Ädel

might have valid grounds for considering subjects + VPs as separate "metadiscursive units" (see Ädel, 2006: 49-52); however, I do not embrace her view that *our systems in our schools here in Saudi Arabia* would affect the discoursal act the writer made. The action the writer took of introducing her topic and stating her purpose to the reader, in my opinion, is still consistent with Crismore's (1984) view above that sees the writer as sending a message to the reader about her content, and, thus, I would consider the whole sentence *I will take about our systems in our schools here in Saudi Arabia* as a metadiscursive unit, regardless of what follows the pronoun *I* in the verbal group.

4.6.1.2. First person pronouns functioning as a non- text related role

The *non-text related* roles are first person singular pronouns which function within what Ädel (2006: 29) describes as the 'real world' level. In that world, two main kinds of expressions exist: (i) expressions "that have the current writer as the referent" and (ii) "expressions with other referents". The first type of expressions constitute the categories of first person singular pronouns (which are the focus of this section), while the second type of expressions comprise the roles of first person plural pronouns, which will be discussed in Section 4.6.2 below.

As Figure 4.6 depicts first person singular pronouns that have the writer as the referent, occupy four main roles in the 'real world' in which they function: *Individual*, *Individual and recounter of events*, *Social*, and *Social and recounter of events*. In the *Individual* role first person singular pronouns are used to convey personal feelings and ideas of the writer. The *Individual and recounter of events* role also reflects the same facets about the writer, narrating, at the same time, events that they experienced personally in the past and is determined by the use of the past tense form of verbs. The reason behind assigning a separate category for *recounting events* is that I wanted to distinguish between what seems to be the writer's attitudes towards a phenomenon in the 'real world', and their feelings about an event

that they experienced in the past which they were obliged to express due to such factors as prompts used to elicit writing. Making such a distinction is vital as the second category was perhaps influenced by elements such as writing prompts and genres (as discussion in Chapter 6 will reveal).

Let us have a look at the following sentences from the study's material.

Example 4.2

I tell my father that my marks in college are very low so **I** *feel like stubet*. (A043bS1L2ess)

Example 4.3

When **I** *was a child* **I** *loved* to learn English and computer. (A049bS1L2ess)

The examples above show the writer as an individual with an experience to share with the readers. The writers are not in the position of reporting or commenting on any part on the act of writing. In both examples, personal emotions are being conveyed, represented by the writers' feeling of stupidity due to her performance in the exam (Example 4.2), and her love towards learning English (Example 4.3). These feelings denote "stance markers", which Ädel (2006: 39) defines as "linguistic expressions in which the writer primarily acts as an opinionated persona in the 'real world'". She adds that "[m]arkers of stance do not leave it to the reader to make the appropriate inferences, but explicitly signal to the reader what the writer's opinion is" (ibid.). In Biber *et al.*'s (1999: 966) classification of *stance*, such expressions are referred to as both "epistemic stance" and "attitudinal stance". Epistemic stance is the writer's "comments on the status of information in a proposition" (ibid.: 972). Attitudinal stance, on the other hand, conveys the "personal feelings, attitudes, value

judgments, or assessments" (ibid.: 974) of the writer. The first person pronouns here are used autobiographically or as a "self portrait" (see Chapter 3). Ädel (2006: 39) states that:

> [t]he acts associated with stance indicate intellectual activities of various kinds, which are particularly important to argumentative writing. In such writing, writers are supposed to adopt a stance, that is, to report their positions on issues. This is a significant part of the argumentative writers' task.

I would add that it is also important in reflective writing where (as explained in Chapter 2) the writer is required to express their attitudes, ideas, impressions, and feelings which are all important components that constitute reflective composition. Both the examples above can give a self-portrait of the writer, however, the difference between Example 4.2 and Example 4.3 lies in the verb tense utilised as the verb *feel* is in the present tense while the verb *loved* is used in the past tense signalling a state being reported. The first instance will thus be classified as non-text related (*Individual*) while the second one is considered non-text related (*Individual and recounter of events*).

The non-text related: *Social* and *Social and recounter of events* roles are also expressions that have the writer as the referent. They correspond to what Ädel (2006: 42) views as *participation*, which refers to the "writers when they appear in the text to talk about personal experiences that have been accumulated outside the 'world of discourse'. It includes "occurrences of pronouns with reference to the writer and/or reader … and often including other referents". She further indicates that *participation* units are used by writers to add some personal experience to the discourse and therefore they usually occur in narrative and descriptive writing (see Chapter 2), claiming that "one might not expect to find a great deal of them in argumentative essays". She posits that this type is very frequently adopted by L2 learners.

Example 4. 4

I *need someone to talk with* but unfurtinatly good people always go. (A044bS1L2ess)

Example 4.5

I *saw him* trying to salve it he didn't give up he keep trying, **I** *told him* do you want me to help you, he said no thank you, I respond but it's too hard. He keep trying untell he solved it. **I** *asked him* why you didn't want my help? he said if you heped me I'll never learn who to solve it I can't learn if I didn't make mistakes!" (A086aS1L1ess)

Adopting a *Social* role allows the writer to relate various personal experiences of people around them and the world they live in. The writer in Example 4.4 above explicitly expresses herself as an actor in the 'real world', indicating this by disclosing her desire to talk to someone. In Example 4.5 the pronoun *I* inhabits a non-text related *Social and recounter of events* role which portrays the writer as actor in the 'real world' who actively interacts with people. It particularly describes events that the writer underwent with individuals in the past, and it is signalled by the use of the past tense form of verbs e.g. *saw*, *told*, *asked*. Allocating *recounting events* to a separate category is important in order to distinguish between instances in which the writer is describing personal experiences with people around them and the world they live in (i.e. *Social*), and cases where they are reconstructing actual events they experienced with other people, in the form of telling a story.

4.6.2. First person pronouns (plural)

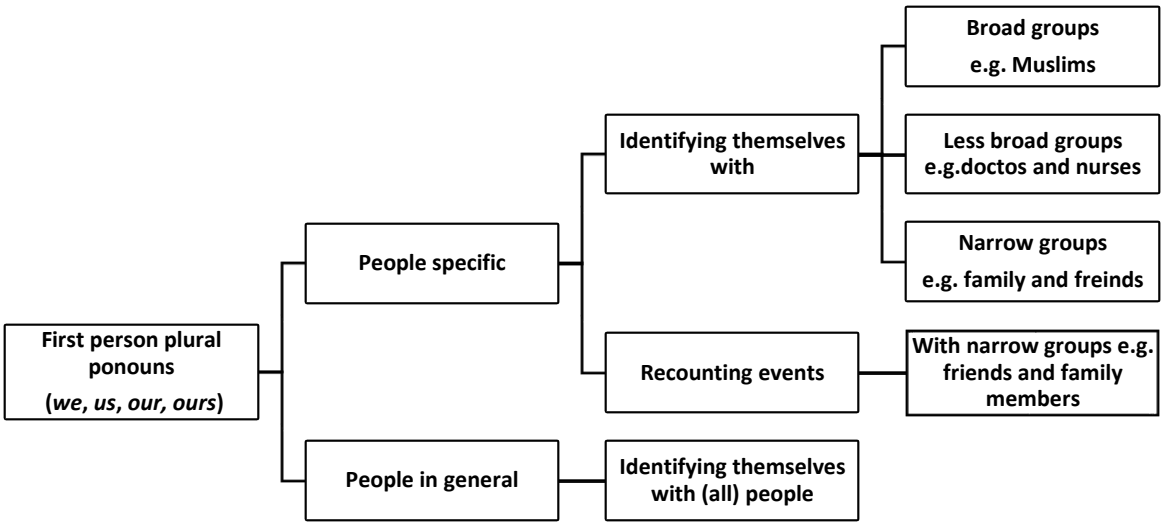


Figure 4.7 The roles occupied by first person plural pronouns

Similar to first person singular pronouns, the first person plural pronouns *we, us, our, ours* function within the 'real world' level. The expressions that exist in this world, as Ädel (2006: 29) suggests, comprise the writer herself with other referents. Quirk *et al*. (2008: 340) point out that the meaning of first person plural pronouns includes reference to "the originator of the message, speaker or writer…, the addressee, whether hearer or reader, whether singular or plural… [and]… any other referents" Based on the referent type signalled in the context, the roles occupied by the first person plural pronouns, as shown in Figure 4.7, have been classified into two main groups: *People in general* and *People specific*.

People in general signifies the generic reference to people which a writer makes. It is primarily utilised when they generally identify themselves with people as an experiencing person in the world. Ädel (2006: 32) indicates that this type of reference is "particularly frequent in the learner essays, presupposing or attempting to create solidarity with the reader". It is an attempt to create a sense of "usness" with everyone perhaps to be more persuasive and to sound more convincing. As Clark & Ivanič (1997: 165) point out:

> [i]n building the dialogue with readers, writers in all genres often take for granted that readers are going to share their beliefs and values … by using the pronoun 'we'. In this way they position their readers as consenting, part of 'usness' that is hard to resist.

Let us consider the example below.

Example 4.6

Evry one has a dreams or goals, some things they want to be real in thir life. Of cours, They will see some backword. In fact, a lot of it, but **we** shouldn't give up, **we** *must keeping traying* and never stop working or **our** *goals*. (A079S1L1ess)

The pronouns *we* and *our* that the writer used in Example 4.6 refer to people in general or are used as "a proxy for a larger group of people" (Tang & John, 1999: S27). This reference is made explicit by the word *Everyone*. This includes the writer herself as an experiencing person in the world and as well as other people apart from the reader. The writer would like to create the solidarity suggested by Ädel above, not only with the reader, but also with all people. She is endeavouring to be persuasive by making the phenomenon she is discussing more generic. Harwood (2005c: 344) indicates that "cases of inclusive we fall into this category".

People specific, on the other hand, refers "to the speaker **and** another or others, but not the addressee" (Rastall, 2003: 52) and this represents the so-called exclusive *we, us, our,* and *ours*. Using pronouns in this exclusive sense implies reference to the "speaker and third party or parties, who may or may not be present in the immediate situation", thus "functioning as a kind of spokesperson" Wales (1996: 58). Quirk *et al.* (2008: 350) view it as "a special case of the generic use of *we*" implying a collective sense of a certain group, whether big such as that of a nation or small such as a political party. This use has also been termed "associative" (Rastall, 2003: 51-52) as it denotes an "associative sense in which the speaker or writer includes himself or herself and all of the addressees in a wider category… even though the writer or speaker and the addressees are not participants in the actions described".

Similar to Quirk *et al*. (2008) and Rastall (2003), Tang & John (1999: S27) have used the term *representative* to express a similar meaning to the "associative" employment of pronouns. They describe how writers use first person plural pronouns "as a proxy for a larger group of people" and to refer to a group such as members of certain discourse communities. The term 'discourse community' when deployed in this section and the following chapters refers to a community which is not only bound by its uses of language but by other ties as well. These ties could be national, ethnic, geographical, or professional. However, the writers in the current data appear to be aligning themselves more with members of certain discourse communities (such as Muslims, family, friends) than adopting writing practices that enable them to be legitimate members of the community in which they write, as proposed by Tang & John (ibid.: S27). This phenomenon is claimed to be stimulated by a struggle on the part of the students to become legitimate members of the communities in which they write (e.g. Bartholomae, 2003; Bizzel, 1994; Hyland, 2000, 2002b) (see discussion in Chapters 5 and 6).

The purpose of employing this type of specific reference is either to (i) identify the writers with a certain group(s) (see the writer in Example 4.7 below); or (ii) recount events that they have experienced. These groups may be broad like Muslims, women or certain societies, or less broad like students and friends, and other communities of practice like doctors and nurses; or much narrower like close family (parents, sisters, and brothers). This utilisation occurs mostly in narrative writing (and other types of writing such as reflective and descriptive as analysis in Chapter 6 will show) and is determined by the use of the past tense form of verbs.

Example 4.7

I *will take* about **our** systems in **our** *schools* here in Saudi Arabia. **We** have three system one of them study normal, but the othes is develop more than. (A067S1L2par)

Example 4.8

I tough **we** *will visit friend* and **we** *will have lunch* with her the roud was so lon, and **we** *arrive to Resturant* I was shocked, it is restaurant (A043aS1L1ess)

The writer in Example 4.7 has used *we* and *our* collectively to refer to herself and a third party (Saudi people) who are not present in the immediate situation. Thus she seems to be a spokesperson of behalf of Saudis. The use of a past tense verb in Example 4.8 indicates that the writer is simply narrating a story. Here she does not act as a spokesperson like Example 4.7 but simply recounts events experienced with her friends.

Having presented the different categories which constitute the model of writer's discoursal self in students' writing produced in an academic EFL context, it is important to indicate that there is (yet) a large body of linguistic research investigating situated identity construction and representation of

the self in non-academic contexts such as discursive psychology (e.g. Bucholtz & Hall, 2005; Preece, 2016), narrative studies (e.g. Brockmeier & Carbaugh, 2001; Somers, 1994), and interaction studies (e.g. Cerulo, 1997). The linguistic markers of identity construction such as the use of first person pronouns and the different roles they occupy in texts can be explored in non-academic contexts in which more kinds of writer's discoursal selves might be encountered. The possibility that the students have brought their assumedly 'real' selves into the academic context is a facet worth scrutinising (see Chapters 6 and 7 for further elaboration on this point).

4.7. Summary of the chapter

This chapter has provided a full description of the data, the data collection procedures, the corpus utilised in this study, and how the corpus was compiled and data were analysed. It also has meticulously described the research design and the methodological approach utilised in this study. It has concluded with a taxonomy of first person pronouns and a model of the writer's discoursal self (selves) which was used to interpret students' writing, exemplifying these roles by extracts taken from the students' texts investigated in this study. The next two chapters (Chapters 5 and 6) report on the findings of the study.

5. WRITER PERSONALITY IN TEXTS I

5.1. Introduction

This chapter is the first of two chapters presenting and discussing the results of the analysis conducted on the data collected from the College of Nursing-AlAhsa (CON-A) and the College of Nursing-Jeddah (CON-J). This chapter discusses the results achieved in light of seven out of eight research questions posed in Chapter 3 (questions 4-7 will be addressed again in Chapter 6 when presenting and discussing the rest of the results):

1. How do non-native speakers of English, and undergraduate nursing students particularly from CON-A and CON-J, levels 1, 2, and 3 use first person pronouns in their writing?
2. What are the most/least frequent pronouns utilised in each college and each level?
3. Are there any similarities/differences in the students' adoption of first person pronouns across these levels in both colleges?
4. What roles do these personal pronouns (both most and least frequent) have in the text?
5. Which roles predominate in each level and which are used least?
6. Are there any similarities or differences between both colleges in the roles that the students take in their writing? What are they?
7. What factors contribute to the students' employment of personal pronouns and the roles they inhabit?

The results have been organised in the following way: first, I give an overview of the pronouns utilised in CON-A: Stream 1 levels 1, 2, and 3 (Section 5.2). Then, I provide an overview of the results of CON-

J: Stream 1 Levels 1, 2, and 3 (Section 5.3). Second, in the presentation of results of each college, all personal pronouns found will be introduced from the most to the least frequent, explaining – in detail – the behaviour of these pronouns in terms of raw frequencies and their percentages. Section 5.4 presents some general observations about the similarities and differences between the students' adoption of first personal pronouns at all levels in both colleges. It is essential to restate that comparison between the results of all the levels in both colleges is not a primary aim in this study but rather it is a process of observing figures depicting the different writers' discoursal acts. This will be followed by an in-depth explanation of the roles of the first person plural pronouns encountered in the students' prose in CON-A and CON-J (Section 5.5 and onwards). Each role will be fully discussed indicating the pronouns' behaviour (Sub-sections 5.5.1.1 and 5.5.1.2). This presentation of the roles occupied by each plural pronoun will be summed up by highlighting the main observations and presenting concluding remarks in Section 5.6. This section sums up by posing some questions which will be addressed in Chapter 6 in which I discuss how student writers construct a discoursal self out of possibilities of selfhood within the institutional context they are working within. I also describe and explain in detail how the writing genres (e.g. descriptive, narrative, argumentative, reflective) invoked by the writing prompts, which are part of the contextual practices performed at the College of Nursing, have a significant impact on the different roles taken up by student writers.

As introduced in Chapter 4, the subject of analysis in this study is multi-genre texts (paragraphs and essays) generated by non-native, undergraduate students from three different proficiency levels: level 1 (lower-intermediate), level 2 (upper-intermediate), and level 3 (advanced), who studied at CON-A and CON-J in Saudi Arabia. The texts investigated in this study were taken from English courses which focus primarily on writing skills, except for course ENGL 212 which is designed for teaching reading and

vocabulary. The texts were part of timed mid- and final exams which were conducted and administered by different tutors, and were elicited in response to various prompts in the writing section of these exams. From CON-A, there were four courses: ENGL 101, ENGL 111, ENGL 211, and ENGL 212. From CON-J, there were three courses: ENGL 101, ENGL 121, ENGL 321. In both colleges, the courses were delivered to levels 1, 2, and 3 (see Appendix D for more details about these courses). We shall now move on to discussing the results.

5.2. First person pronouns in CON-A: Overview

This section is the first of a series of sections in this and the next chapter (Chapter 6) which will attempt to shed some light on non-native students' (represented by CON-A and CON-J students) utilisation of first person pronouns in their writing. In this section, the second question posed about employment of pronouns in CON-A, levels 1, 2, and 3 is addressed. The aim of this section (and Sections 5.3. and 5.4) is to impart a general overview of the pronouns' utilisation and pave the way for discussing the roles occupied by these pronouns, which is a key concern in this study.

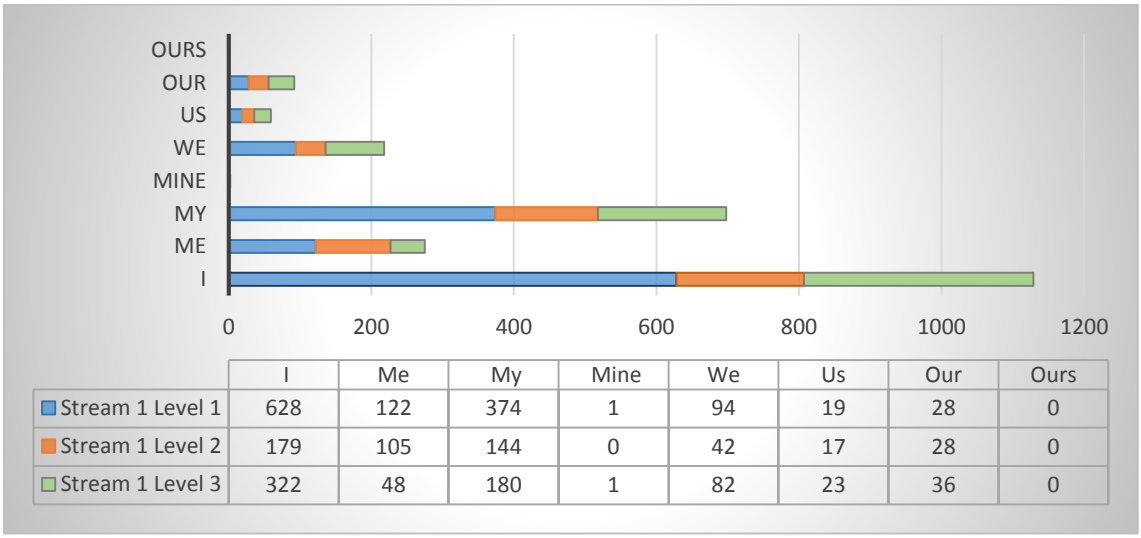
Table 5.1 The courses the texts of which constitute CON-A sub-corpus

Stream	Level	Course	Number of texts	Number of words
1	1	ENGL 101	41	11595
1	2	ENGL 111	25	5916
1	3	ENGL 211	36	8058
1	3	ENGL 212	15	1591
			117	27160

Table 5.1 above demonstrates the four courses which constitute the sub-corpus of CON-A. As can be seen, the corpus contains 117 texts with a total number of 27160 words. The length of the texts obtained from CON-A varied between 70-550 words. Let us see now which first person pronouns were utilised.

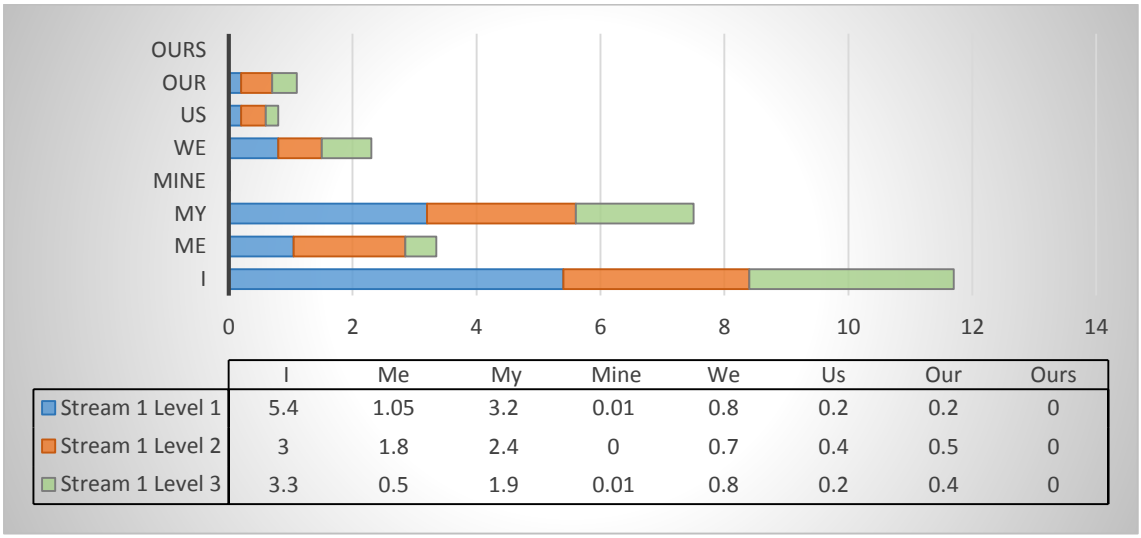
The raw frequencies in Figure 5.1 and their percentages in Figure 5.2 below show that the most frequent pronouns (f >1 percent) in CON-A, Stream 1 level 1 are *I*, *my*, and *me* and the most frequent pronouns in Stream 1 level 2 are also *I*, *my*, and *me*, while the most frequent pronouns in Stream 1 level 3 are *I* and *my*. Therefore, it can be discerned that pronoun *I* is the most dominant pronoun at all levels. Pronoun *my* is the second most frequent and pronoun *me* is the third most frequent at all levels. Pronoun *we* comes in fourth position, followed by the pronouns *us* and *our*. Let us now examine the frequencies of the most/least dominant pronouns to see how they behave in the different levels of CON-A.

Figure 5.2 below also indicate that pronoun *I* frequency is the highest at level 1 (5.4 percent). It sharply decreases at level 2 to 3 percent then it slightly increases at level 3 to 3.3 percent. Pronoun *my*, on the other hand, keeps decreasing across levels. Its frequency is the highest at level 1 (3.2 percent). It decreases to 2.4 percent at level 2 and 1.9 percent at level 3. Pronoun *me* is 1 percent at level 1; it increases to 1.8 percent at level 2, and then decreases to 0.5 percent at level 3.



	I	Me	My	Mine	We	Us	Our	Ours
Stream 1 Level 1	628	122	374	1	94	19	28	0
Stream 1 Level 2	179	105	144	0	42	17	28	0
Stream 1 Level 3	322	48	180	1	82	23	36	0

Figure 5.1 The raw frequencies of first person pronouns used in CON-A Stream 1 levels 1,2, and 3



	I	Me	My	Mine	We	Us	Our	Ours
Stream 1 Level 1	5.4	1.05	3.2	0.01	0.8	0.2	0.2	0
Stream 1 Level 2	3	1.8	2.4	0	0.7	0.4	0.5	0
Stream 1 Level 3	3.3	0.5	1.9	0.01	0.8	0.2	0.4	0

Figure 5.2 The percentages of first person pronouns used in CON-A Stream 1 levels 1,2, and 3 (the percentage figure is calculated by dividing the raw frequency by the total number of all tokens multiplied by 100)

Regarding the rest of the pronouns, I here differentiate between the low and the least frequencies, dividing pronouns into two groups: low frequent ($f \leq 1$ percent) and least frequent pronouns ($f \leq 0.4$ percent). It must be noted that the definition of high ($f > 1$ percent), low ($f \leq 1$ percent), and least use ($f \leq 0.4$ percent) and the division between frequencies are both based on personal intuitions and perceptions based on interpretations of figures and percentages and not in comparison to a baseline provided by a reference corpus. It is believed that there is a significant difference between the low frequent pronouns and the least frequent, and that identifying all low frequencies as one category would be inaccurate.

The percentages in Figure 5.2 demonstrate that the low frequent pronoun in CON-A, level 1 is *we* and the least are *our*, and *us*. The low frequent pronouns at level 2 are *we* and *our*, and the least is *us*. The low frequent pronouns at level 3 are *we* and *our*, and the least is *us*. In terms of actual frequencies, pronoun *we* is relatively similar at all levels (0.7-0.8 percent). Pronoun *our* has the lowest frequency at level 1 (0.2 percent), increasing to 0.5 percent at level 2, and slightly decreasing to 0.4 at level 3. Pronoun *us* is very low at level 1 (0.2 percent), hardly increasing at level to 0.3 percent, and decreasing to 0.2 percent at level 3. Finally, pronoun *mine* is the one used least in CON-A as there were only two instances at level 2 and one instance at level 3. There were no instances of *ours* in CON-A. Having presented the figures for first person pronouns in CON-A, let us now present the figures for CON-J.

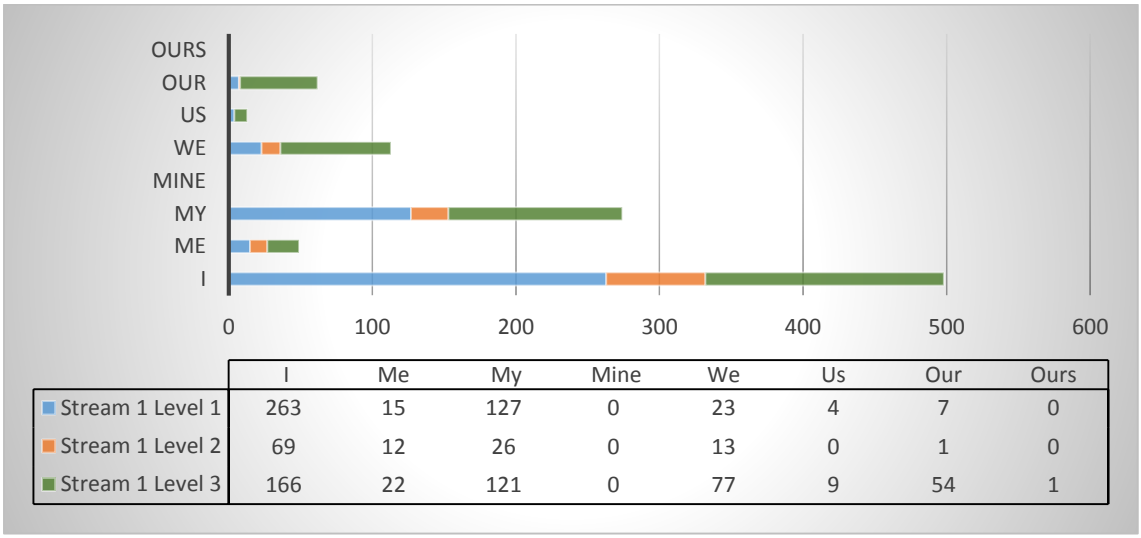
5.3. First person pronouns in CON-J: Overview

This section continues addressing the second question in the introduction above, which was posed about the pronouns' utilisation. Table 5.2 below portrays the three courses which constitute the sub-corpus of CON-J. As shown in the table the corpus contains 125 texts with a total number of 15413 words. The length of the texts obtained from CON-J ranged between 43-233 words.

Table 5.2 The courses the texts of which constitute CON-J sub-corpus

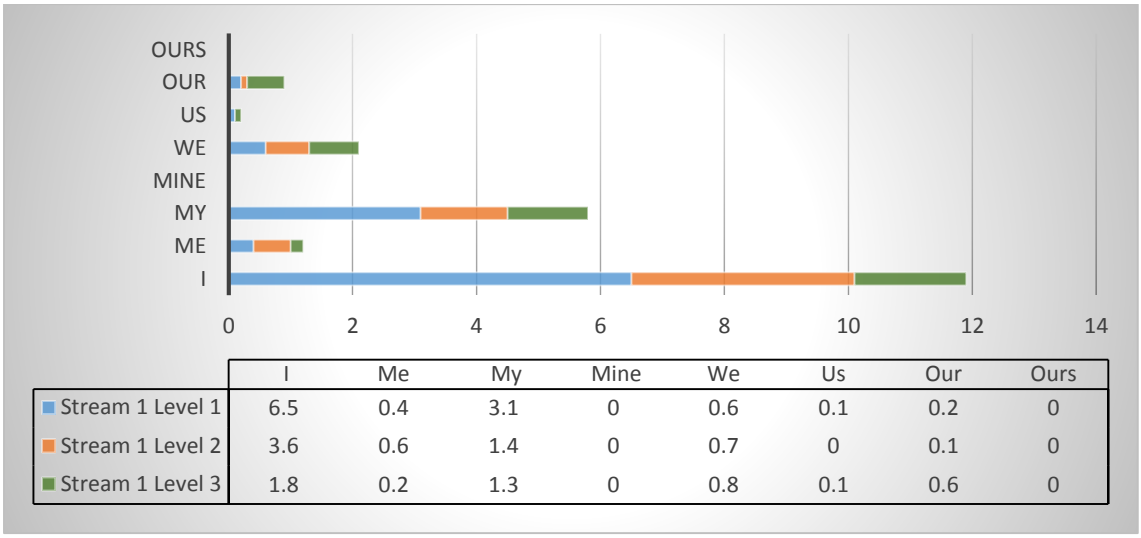
Stream	Level	Course	Number of texts	Number of words
1	1	ENGL 101	36	4037
1	2	ENGL 121	17	1897
1	3	ENGL 231	72	9479
			125	15413

As the raw frequencies in Figures 5.3 and their percentages in Figure 5.4 below demonstrate, the most frequent pronouns (f >1 percent) in CON-J, Stream 1 levels 1, 2, and 3 are *I* and *my*. It can be observed that pronoun *I* is the most dominant pronoun at all levels. Pronoun *my* is the second most dominant pronoun and pronoun *we* comes in third position. Pronoun *me* comes in fourth position, followed by pronouns *our* and *us*. Now, let us scrutinise the percentage figures of the pronouns to see how they act at the different levels of CON-J.



	I	Me	My	Mine	We	Us	Our	Ours
Stream 1 Level 1	263	15	127	0	23	4	7	0
Stream 1 Level 2	69	12	26	0	13	0	1	0
Stream 1 Level 3	166	22	121	0	77	9	54	1

Figure 5.3 The raw frequencies of first person pronouns used in CON-J levels 1, 2, and 3



	I	Me	My	Mine	We	Us	Our	Ours
Stream 1 Level 1	6.5	0.4	3.1	0	0.6	0.1	0.2	0
Stream 1 Level 2	3.6	0.6	1.4	0	0.7	0	0.1	0
Stream 1 Level 3	1.8	0.2	1.3	0	0.8	0.1	0.6	0

Figure 5.4 The percentages of first person pronouns used in CON-J Stream 1 levels 1, 2, and 3 (the percentage figure is calculated by dividing the raw frequency by the total number of all tokens multiplied by 100)

Figure 5.4 above show that pronoun *I* is the highest at level 1 (6.5 percent). It steadily decreases across the levels dropping at level 2 to 3.6 percent, then to 1.8 percent at level 3. Pronoun *my* is the highest at level 1 (3.1 percent). It decreases sharply to 1.4 percent at level 2, then to 1.3 percent at level 3. As for the low frequent ($f \leq 1$ percent) and the least frequent pronouns ($f \leq 0.4$ percent), the percentage figures indicate that the low frequent pronouns in CON-J level 1 are *we* and *me* while the least frequent are *our* and *us*. The low frequent at level 2 are *me* and *we* and the least frequent is *our*. There are no instances of *us* at level 2. The low frequent at level 3 are *we* and *our* and the least frequent are *me* and *us*.

It can also be seen in Figure 5.4 that the frequency of pronoun *we* is 0.6 percent at level 1. It slightly increases to 0.7 percent at level 2 and continues to rise at level 3 to 0.8 percent. Pronoun *me* is 0.4 percent at level 1. It increases to 0.6 percent at level 2 and drops sharply at level 3 to 0.2 percent. Pronoun *our* is the lowest at levels 1 ($f = 0.2$ percent) and level 2 ($f = 0.1$ percent). It increases sharply to 0.6 percent at level 3. Finally, pronoun *us*, which is the least frequent at all levels, is very low at level 1 ($f = 0.1$ percent). This pronoun was not found at level 2 and was hardly used at level 3 ($f = 0.1$ percent). There was only one instance of *ours* at level 3. There were no instances of *mine* in CON-J. So far, the question concerning the employment of first pronouns (question 2 in the introduction above) has been addressed. The next section discusses the similarities and differences of this employment in both CON-A and CON-J.

5.4. CON-A vs. CON-J: General observations on first person pronouns' employment

This section addresses the question which was posed about the similarities and differences between the students' adoption of first person pronouns in both colleges and across all levels (question 3 in the introduction above).

Table 5.3 First person pronouns employment in CON-A

CON-A	Number of texts	Texts with no 1st person pronouns	Texts with 1st person pronouns
Stream 1 Level 1	41	0	41
Stream 1 Level 2	25	2	23
Stream 1 Level 3	51	0	51
Total	117	2	115

Table 5.4 First person pronouns employment in CON-J

CON-J	Number of texts	Texts with no 1st person pronouns	Texts with 1st person pronouns
Stream 1 Level 1	36	0	36
Stream 1 Level 2	17	2	15
Stream 1 Level 3	72	9	63
Total	125	11	114

As can be seen in Tables 5.3 and 5.4, almost all the texts in both colleges contain occurrences of first person pronouns. It is not surprising to note that the majority of students at all levels have used first person pronouns, thus exhibiting a high degree of writer visibility in the texts. In line with conclusions stating that NNS students usually tend to use/overuse person persons compared to native speakers of English, the numbers displayed in the tables above reflect similar findings arrived at by researchers whose work was introduced in Chapter 3 (Section 3.3.2). Ädel's (2006) study, for example, showed that Swedish learners employed significantly more instances of personal pronouns than British and American learners. A large percentage (approximately 81 percent) of Tang & John's (1999: S30) 27 Malaysian students used first person pronouns as well. Similar results were obtained by Petch-Tyson (1998) who found that Dutch, Finnish, French, and Swedish learners used more first person pronouns than American learners. Table 5.3 also shows that there are two texts with no instances of first person pronouns at all in

CON-A, and eleven texts in CON-J – which is worthy of further investigation (see Chapter 7, Section 7.5).

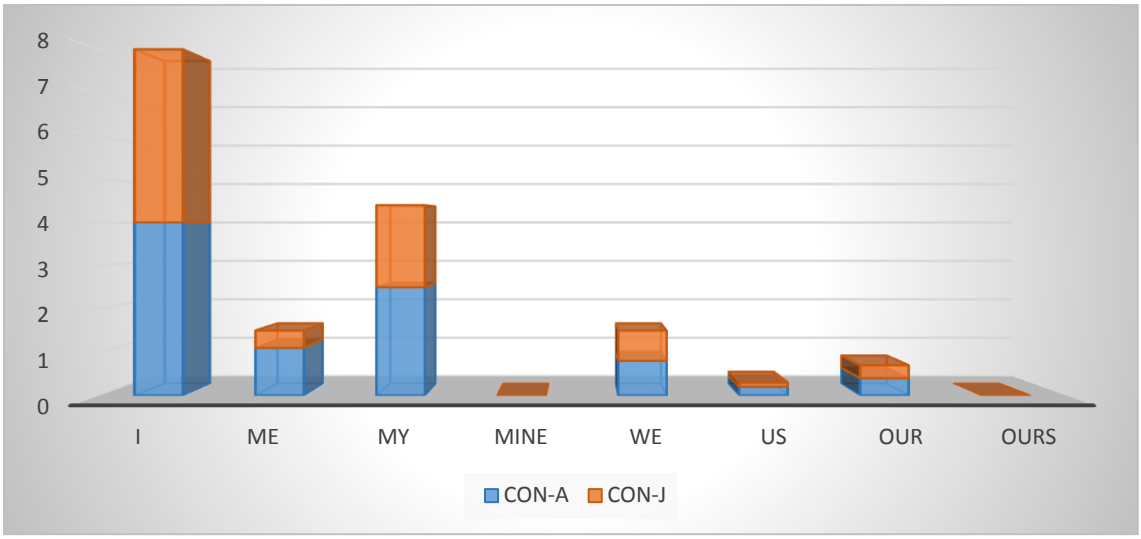


Figure 5.5 The distribution of first person pronouns in CON-A and CON-J (the figures are calculated by dividing the raw frequency by the total number of all tokens multiplied by 100)

Generally speaking, similarity is the dominant feature in the adoption of personal pronouns in both CON-A and CON-J although there were differences in the way some of them were utilised. In terms of similarities between CON-A and CON-J, it can be seen in Figure 5.5 that the students in both colleges utilised the pronoun *I* exhaustively. This pronoun is the most dominant one at all levels in both. It behaves similarly at all levels, that is, its frequency is the highest at level 1, and then decreases at levels 2 and 3. Pronoun *my* is the second most dominant pronoun at all levels in both colleges. It also acts in a similar way across the three levels, as it is the most frequent at level 1 and gradually decreases at levels 2 and 3.

Pronoun *me*, which is the third most dominant one in CON-A and comes in fourth position in CON-J, behaves similarly in both colleges. It was frequently used at level 2 in both colleges; however, it was less frequently used by students at levels 1 and 3. *We* was a low frequent pronoun and, to a certain extent, utilised similarly in both colleges – and is worth more investigation in relation to the roles it occupied (as will be seen in Section 5.5.1 in this chapter).

Regarding the differences – in terms of figures – it can be noticed that the pronouns *us* and *our* were employed differently, that is, their frequencies varied from one level to another and did not follow a pattern like *I*, *my* and *me*. All in all, a strong similarity characterises the adoption of *I* and *my*. There were, however, slight differences between *me* (being dominant in CON-A and low frequent in CON-J). Finally, there were sharp differences between the utilisation of *our* and *us* across the levels in both colleges. There were also more instances of *us* and *our* in CON-A than CON-J. Having provided answers to the first three questions posed in the introduction, which focused on the first person pronouns utilised, the following section will shed light on the roles that these pronouns inhabit (the core aim of this and the next chapter) investigating the way they behave across the different levels.

5.5. The roles inhabited by the pronouns: Overview

This section tackles questions 4 and 5 posed in the introduction above about the roles first person pronouns occupy in CON-A and CON-J. The discussion in the rest of this chapter will be particularly devoted to the roles fronted by first person plural pronouns (*we, us, our*) and observing how they were employed by the students (Section 5.5.1). The subject of discussion in Section 5.5.1.1 will be the role of *People in general*. Section 5.5.1.2 will focus on the role of *People specific*. In addressing these categories, a detailed examination will be provided along with illustrative examples from the students' writing. This

will be followed by statistical analysis of the normalised frequencies of the roles. In the concluding remarks in Section 5.6, I make some observations about the way these roles were used by the students, comparing what has been discerned in the current data to Tang & John's (1999) interpretations of the role of *representative* they proposed (since it was heavily discussed by them), and making some counter arguments to their propositions.

As before I **bold and underline** the first person pronoun and *italicise and underline* the verbal or noun groups occurring with the pronoun. I provide lengthy extracts in order to portray a vivid picture of how the pronouns were utilised in the students' writing. Further I attempt to provide a holistic analysis combining a micro-analysis of first person pronouns, which considers the subject + VPs and NPs, and a macro-analysis, which extends beyond the sentence level to the paragraph level. As already noted in Chapter 4, the writing generated contains many spelling mistakes that make it sometimes difficult to be read and hard to understand. Despite the difficulties encountered, all the spelling mistakes were retained, making no single amendments that could affect the authenticity of the data.

5.5.1. First person pronouns (plural)

It was stipulated in Section 5.4 that pronoun *we* is one of the low frequent pronouns in both CON-A (f = 0.7-0.8 percent) and CON-J (f = 0.6-0.8 percent). Pronouns *us* and *our*, on the other hand, were employed differently, that is, their frequencies varied from one level to another between being low frequent and least used. These pronouns have numerous roles with a *generic* and *specific* reference (see Appendices H and I). I firstly discuss the roles with a *generic* reference then I investigate roles with a *specific* reference (Section 5.5.1.2).

5.5.1.1. People in general (pplGen idw)

As indicated in Chapter 4 (see Section 4.6.2), first person plural pronouns *we, us,* and *our* operate within the 'real world' level which include the writer themselves and other referents including the speaker/writer and the addressee/reader. Let us look at the first type of reference *People in general* in the following examples.

Example 5.1

Evry one has a dreams or goals, some things they want to be real in thir life. Of cours, They will see some backword. In fact, a lot of it, but **we** *shouldn't give up*, **we** *must keeping traying* and never stop working or ***our*** *goals*, for These Three rasons, first when **we** *work* more The life will be more intristing and exiting. What will happen if **we** *stop working*? For you can answer this question, Take a look for "Tomas Adson" The one how discovered The lamp. He was keeping traying more and more, he fealt a lot of time and the last tray for him was the one- handred times. If he doesn't tray and give up from the first time, **we** *couldn't enjoy* with lights which **we** *have it* now adwys! (A079S1L1ess)

Example 5.2

As **we** *know*, **we** *are facing the world*, *which is challenge* **us**. And with the development of technology secince and now production which born in every second the Facing the world will become harder and harder. **we** *have do a lot of work to be survival in The world*. Accordingly , "I am going to life and work with chance" , does not work, because God "Allah" create as for many reasons "wisdom", one of the uses is "to work on ourselves" not to sleep and depend on other to bring money or successful or work. This does not work Now, **we** *must wake and stand to challenge this world* strong force which comes just and just from the work. (A046cS1L3ess)

Example 5.3

In my opinion one of the most Importent skills is reading. Becuse simply , if **we** *don't know what* **we** *are reading* **we** *will not understand*. This is one of the most difficalty to specialty for firest school. also when learned the foreign languag like English **we** need read and read than understanding any pargrpah and when the use Internet leads to developed the read. So the one of the most important to English languag has spread reads the books, and nwes papers And when the read more books then to easy of communication btween people and outher cuntries finally If **we** *don't read we will not understand* any thing we don't anderstand reading, writing, also speaking. (A060bS1L3ess)

Example 5.4

We *live in world full of Problems*. **We** *can not limet the serious problems of* **our** *world*. Most of these problems caused by humen hands. These Problems strat between humen themselvies until the reach the globe to distroy it. Some of the humen Problems that happening on the surface of the earth which we care about how we solve them laying, cheting, steling and other and other kinds of problems. while other serious problems have been happining on our world. For example, the globe warmming which is the maine problem that will lead to the destroing of humanity. Humen beings are selfish they Just think about them selves and how they want to live in this earth. *our world* is daing while we are Fell in **our** *sweet dreams*. **We** *are the main cause for serious problems* that happen in the earth. **We** *builte factories* and distrot many green spaces to builte them. These factories through thier poisens in the seas and rivers with out take care about the problems that will cause. In these factories **we** *maniofacter and produce chemical* that poisenes **our** *plant* and seas. Also. they poisenning **our** *aire* that **we** *need and other creature to be live*. The globe warmming lead to serious problems. The erth started ckraking under **our** *feet* the ice strates melting and **we** *will drown* and **our** *continants*. **We** *are losing the uine place* in the earth that could for humen live in . Just after the proble was happend, **we** *started to think what will happen* to **us** because **we** *just care about oure selvies*?.?The wars that distroy **our** earth and spearate between humen. This problem make them to forget all thier revinge and they stand by saide to solve this problems. (A056cS1L2ess)

The first person plural pronouns in all the above extracts convey no specific information about the writers; rather, they refer vaguely to people in general. The writers use *we*, *our*, and *us* to make this generic reference, identifying themselves with them as experiencing individuals in the 'real world', all arguing for ideas they believe in and defending the positions they have taken. It can be seen, for instance, in extract 5.1 that the writer, who is talking about having dreams/goals and the fact that a person should never give up trying to fulfil these goals, constantly uses *we* to refer to people as in *we shouldn't give up, we must keeping traying and never stop working or our goals, What will happen if we stop working?* and *we couldn't enjoy with lights which we have it now adwys!*. In fact, the writer here appears to be so confident in her argument and the 'real life' example about Tomas Edison which she provides makes her point of view stronger and more convincing.

Likewise, the writer in Example 5.2 utilises first person plural pronouns to demonstrate certainty that readers will agree with her argument. Using a phrase like *As we know*, the writer creates what Clark & Ivanič (1997: 165) describe as a sense of "'usness' that is hard for the reader to resist". The writer in Example 5.3 is arguing that reading is the most important skill which contributes to developing the individual's life on different levels. She is using pronoun *we* in these sentences such as *if we don't know what we are reading we will not understand*, *we need read*, to create a dialogue with readers and to make her argument more appealing. Interestingly, the writer in Example 5.4 exhaustively employs first person plural pronouns to express ownership of what Tang & John (1999: S27) label as "a universal or common property" which is overtly stated in phrases like *our planet, our earth*, *our world*, and *our sweet dreams*. By adopting first person plural pronouns in this manner, the writer seems certain that the readers are going to share the same beliefs and values (Clark & Ivanič, 1997: 165).

All the instances of plural pronouns above illustrate an 'inclusive' sense. The writers by inhabiting such a role appear as if they would like to create solidarity suggested by Ädel (2006) not only with the reader but also with all people. That is the students' endeavour to be persuasive by making the phenomenon they are discussing more generic and supporting their point of view with "either emotional or logical appeals" (Marion, 1990: 349). Tang & John (1999: S27) argue that utilising first person pronouns in this way is "far from giving the reader information about the writer, effectively reduces the writer to a non-entity". Their claim, however, that this role is the least powerful one is somewhat controversial. The nature of first person plural pronouns when used generically as in this study (and in Tang & John's study) will by no means convey the writer having any authorial presence of the writer since they are all used 'inclusively' to refer to third parties, namely people (see Section 5.6 for further elaboration on this point).

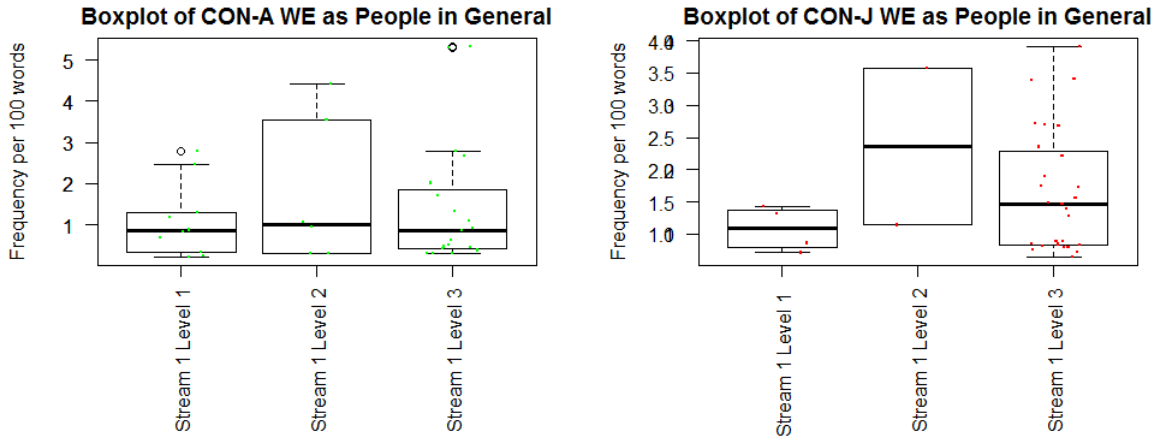


Figure 5.6 Boxplots of the pronoun *we* as *People in general* at all levels in CON-A and CON-J

In terms of actual numbers, Figure 5.6 depicts the frequency of pronoun *we* as *People in general* in CON-A and CON-J. Starting with CON-A, it can be observed that the maximum frequency at level 1 is 2.5 percent. At level 2, there is an increase in the maximum frequency to 4.4 percent. However, close investigation of this role's statistics sheet (see Appendices H and I) shows that only a few students have exhaustively used this role, thus raising the frequency to a relatively high figure. The frequency increases again at level 3, as all the instances of this role are spread relatively equally between 0.3-2.8 percent (the outlier at 5 percent has not been considered)**.** Turning to CON-J, the boxplots show that at level 1, the frequency of this role varies between 0.7-1.4 percent. At level 2, this role decreases as it was utilised by two students only (1.1 percent and 3.6 percent). At level 3, this role strikingly increases in terms of the number of students who occupied it and the maximum frequency which reaches 4 percent. The median position in CON-J level 3 is on 1.4 percent, while in the median position for the same level in CON-A is

below 1 percent. The frequent utilisation of this role in CON-J, level 3 is noteworthy and in Section 5.6 I suggest some possible explanations for this phenomenon.

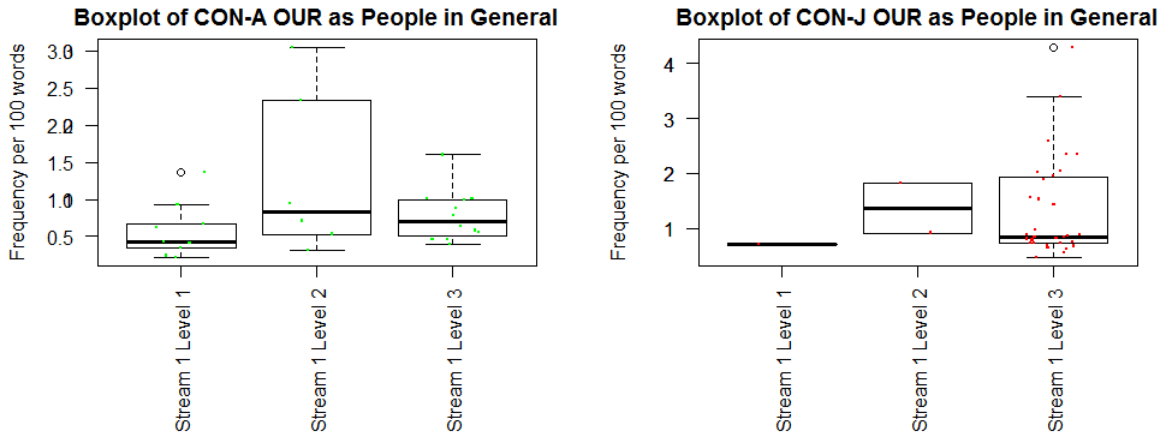


Figure 5.7 Boxplots of the pronoun *our* as *People in general* at all levels in CON-A and CON-J

As for pronoun *our* (Our pplGen idw), Figure 5.7 shows that in CON-A, level 1, the frequency ranges between 0.2-1 percent. It increases at level 2, ranging between 0.3-3 percent and thus making it the most frequent. Then, it drops to 1.6 percent at level 3. Level 2's statistics sheet showed that only a few students extensively used this role, thus raising the frequency to a relatively high figure. As indicated in Section 5.3 above, pronoun *our* is one of the least frequent pronouns at all levels in CON-J. Little generic reference was made by pronoun *our* at levels 1 and 2. At level 3, however, the utilisation of this role and its frequency (3.3 percent) sharply increased, as it was used by many students.

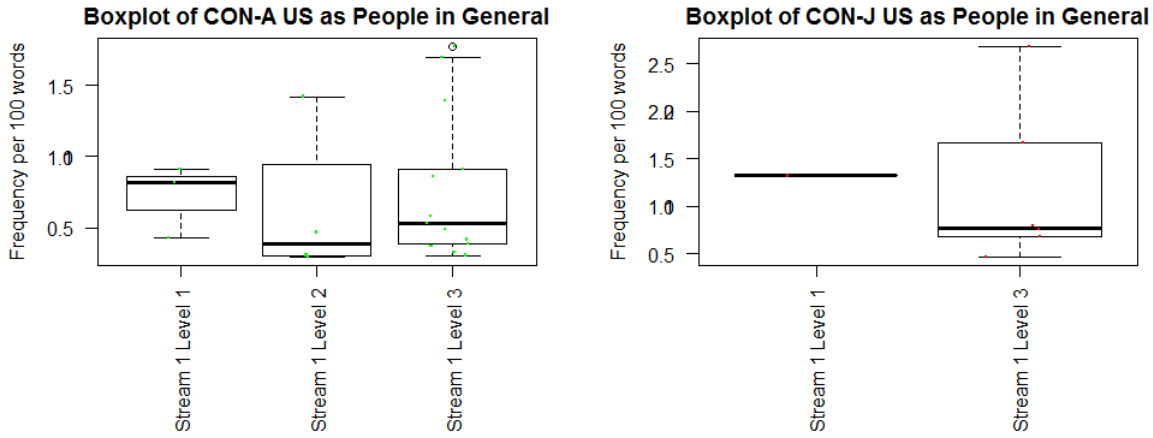


Figure 5.8 Boxplots of the pronoun *us* as *People in general* at all levels in CON-A and CON-J

As shown by the discussion in Sections 5.2 and 5.3 above, pronoun *us* is one of the least frequent pronouns at all levels in CON-A and CON-J. Figure 5.8 shows that the generic reference made by this pronoun (Us pplGen idw) is the least frequent as well. Noticeably, in CON-A, there is a gradual increase of its frequency from 0.9 percent at level 1 to 1.4 percent at level 2, and finally to 1.8 percent at level 3. In CON-J, however, there are no instances of this pronoun at level 2. At levels 1 and 3, the students rarely used this pronoun to identify themselves with people in general.

Having discussed the generic reference made by first person plural pronouns, the next section investigates the specific reference these pronouns made.

5.5.1.2. People specific

As was proposed in Chapter 4, the purpose of making a specific reference to people (including the speaker/writer, but not the addressee/reader) is either to identify the writers with a certain group(s), which

represents the ‘exclusive’ sense that Wales (1996) and Rastall (2003) postulate, or to recount events that they have experienced with them. As noted, these groups can be broad like Muslims, women or certain societies, or less broad like students and friends, and other communities of practice like doctors and nurses; or much narrower like close family (parents, sisters and brothers). As indicated in Chapters 2 and 4, it is essential to note that the term ‘discourse community’ is used here to refer to a community which is not only bound by its uses of language but also by other ties which could be national, ethnic, geographical, and professional. Let us explore how this specific reference to different types of groups is manifested in the students’ prose.

Example 5.5

Finally, "remember Allah" All the previous activities are helpful way to achieve success, but I am sure that they are not as helpful as this activity. *As muslim people*, **we** *are aware* that thinking about god and his creatyion is the most helpful weay to saticefy our believes and be successful. **we** *always should think Allah* weither we pass or fail, *just like Propet Mohammed tought* **us** (A043cS1L3ess)

Example 5.6

Afrere that Ramadam will starting so fasting, and more pray, more read holy quran holy days in Ramadam its making **we** *feeling* to how much **we** *have agreed relagen*. Eid Alftr its also wondar ceremony after Ramadan. Visiting family, farfer, travil, all this come more better in Eid. (J135aS1L1par)

Example 5.7

Even thoug some countries use some Islamic custome, they are non-Muslimic countries. Like Japanies people they have a lot of customes which they concidered as cultural custome their cultural semillar to Islamic cultrur. **we** *must be Imporessed* when **we** *see them applying the Islam* and *Prophat custome that he recommend* ***us*** to comit with as a ideal muslime persone. Eating customes are one of the things which are semilar to **our** *cultur*. There is manners to eat food in respectfull way. Thing at other cusatome semillar to our customes is to respect other people specially elder people and nighbores. Also, **we** *must not hert others feelings*. To be carefull about the enviroment and keep it clean. Also, the personal higen to not hert other people with the bad smille is one of the customs. Also, **our** *relegion recommed* **us** to read to learn more and update our knowledge to be knowledge people for the penifite of our nation. these things which are Islamic customs the things that I would other countries specially my country to comite with. Even non muslime don't know that the custome which appley are Islamic customes that they perform

naturally. we should learn them that they are Islamic customes and learn them more about the kind of customes of Islamn to like **our** *cultur* mor and to show them how much **we** *have a mercifull God*. (A056dS1L3ess)

The examples above demonstrate one form of the specific references made by the writers which is that of broad groups. The first person plural pronouns in extracts 5.5-5.7 were employed to refer exclusively to Muslims and was signified by overtly employing words like *Allah* (God), *Muslims*, and *Islam*. The way that pronouns are utilised in the phrases *As muslim people, we are aware , we always should think Allah weither we pass or fail* (Example 5.5), *we must be Imporessed when we see them applying the Islam,*and *we must not hert others feelings* (Example 5.7) shows the writers as though they are the "spokespersons" (Wales, 1996: 58) on behalf of Muslims. The use of modal verbs *should* and *must* also signals the writers' endeavours to be a representative of this characteristically broad ethnic group.

Example 5.8

I will take about **our** *systems* in **our** *schools* here in Saudi Arabia. **We** *have three system* one of them study normal, but the othe s is develop more than. This systems application in two or three schools of each city (A066bS1L2par)

Example 5.9

The decumentaries programs shows what issues **we** *are coneedred*, and how want to resolve them. some documentarties tell story about **our** *history*. Others look into the future. The sports programs show what think about winning and losing. Some of the weathiest people in **our** *country* are athelet. This, also, is reflection of our values. Television is very common cultural excepeirence of my country. It reflects a country's unique personalty. I think that is the best thing that reflect **our** *customes* in my ocuntry. (A051cS1L3ess)

Example 5.10

In the end women fighting to get her right and now **we** *see a important women and succsful women in Saudi Arabia* and she should to be knewlegable another reason, life needs to fight and fight to live a comfortabel or if you do not you will be so poor and so negative (A084aS1L1ess)

On the other hand, the pronouns in extracts 5.8-5.10 above exclusively refer to Saudi society (Examples 5.8 and 5.9) and Saudi women (Example 5.10). Although they may not have been used in the same assertive sense exhibited with Muslims, the feeling of "collectivism" (Quirk *et al.*, 2008: 350) is clearly expressed in the way pronoun *our* is utilised in phrases like *our systems*, *our schools*, *our history*, *our country*, *our customes*.

In addition to being a proxy for a large group of people, the plural pronouns *we*, *our*, and *us* are seen in different instances referring to less broad groups and members of certain discourse communities. For instance in Examples 5.11 and 5.12 below, the writers are associating themselves with doctors and nurses. While in Examples 5.13-5.15, the writers refer to themselves as being students thus expressing an "associative" sense by including themselves and the addressees in one category, the members of which are not participants in the actions described (Rastall, 2003).

Example 5.11

We *have many medical specialty in the hospital*. The pedwtric (specialty for children) one of them specialty. *all of* **us** mustly love children and **we** *want to take care about there health*. (A055dS1L3par)

Example 5.12

I would like to be in these special to treat and take care of them, I want to be part of them when I give them some midicinent. But in the other hand , the communicat with children is very heard, **we** *have to understand there mind* and to be patient and mercy with them to get those hearts. Now I student in nursing college. Through my studing here, I become most important role nurses of hospital and all muslimes. (J148S1L1par)

Example 5.13

My mother's school has an old building while **we** *have a beutiful and a new building*. They were not having a condation, and it was very hot because they were studying directly under the sun and not insid classes. On the other hand , **we** *have a very cold condation* and **we** *study in classes*. They were setting directly on the floor, but

now, we are not. It was not comfortable to study in their schools, but they were studing. They were not wearing a uniform, but now **we** wear . Their schools were a awy from their houses, and they didn't have a car to use it. on the other hand, **we** *have buses* from the schools and it is free *for* **us**. At the end , the had some advantages that is most of them can remambered the holy quran until now without read it. (A067S1L2par)

Example 5.14

There are many things **we** *must do* it before examination to deal with examination stress. The first one is studing before is the key to keep up examination stress, the students will be comfortble, they study before. (J031S1L2par)

Example 5.15

We have very king of stress. The examination stress on off thim. The students do every thing to make him stay up the time before the exame. For ex [tea, coffei, gases water]. This may be get the student nervouse more than the students the don't take it. so **w**e *can reduce the stress* a lot of things like [fruite, milk, fresh juce]. Althow **we** *can reduce it* when we but plan for as, like the time, place and object. **We** *should study* very well before the exame not on the exame. Provide the or make suore from the environment. Should be no noes or high voice. Fainally , this is some role the student should be but it in maind. me poiut that necessary rol to prevent stress and make you well. (J045S1L3par)

A more specific reference to much narrower groups such as family and its members (parents and sisters) and friends were used in several occasions. For instance, the writers in Examples 5.16, 5.17, and 5.18 below are referring exclusively to their friends. Moreover, exclusive reference to family and family members is made in Examples 5.19-5.22. The writer in extract 5.19, for example, is talking about an important person that she has looked up to and who has helped her. This kind of reference is mostly made by the writers when describing activities that they take part in with their families when going on holiday (Examples 5.20, 5.21, 5.22).

Example 5.16

I have many friends who I like to spend time with them, however I have closer friend that I have never live without her. Her name is Hawra. She always knows even if I am sad or happy. **We** are relative, and that help our friendship get developed…..**we** always share our emotions. (A053bS1L2ess)

Example 5.17

My best friend had a very nice personality, I will tell you about some of ther abilities and characteristics. First, Salma is a good public speaker, she always talk to every one. Second, she is good at telling jokes, every time **we** *sit with other friends* she makes **us** laughing, She is very intelligent, all her teachers love her. Third, she knows how to works independently. (J153S1L1par)

Example 5.18

In my summer vacation I plan to meet all my frinds. **We** *will meet on the beach*. **We** *will enjoey in our BBQ party*. (J140S1L1par).

Example 5.19

My parentsnare the best people in the world because they love me and love my sisters and my brothers and *they do everything for* **us** **We** *must thank Allah* because **we** *have parents* where other people don't. (A049bS1L2ess)

Example 5.20

In holidays i Love to relax and have fum with my family and friends. Usually I i do a lot of activity like playing guitar., going to Beach and swiming and riding a horse which is my favorate part. Some times **we** *travel to see the other cities* and learnt a bout their culture and technology. (J086aS1L2par)

Example 5.21

In the holidays, I like to go to the see with my family. **We** *go to the see in sunset* time becouse the see in this time is very wounderful. When we are go to the see we take our food, coffee and everything **we** *need*. In the see **we** *see the children* play together. In the see we most keep it clane. I I love to go to the see to think about many thing in thot wounderful show and to have fun at the same time. It is very exciting to go to the see with your family (J087aS1L2par).

Example 5.22

For me this vacation am going with my aunt to Egypt, **we***'re going to visit many places* over there like the beach, the nile river, pyrimads. am really excisited to go there with all my relatives. (J071aS1L3par)

Employing specific reference was not made to identify the writers with a certain group but also to recount events that occurred and experienced with these groups as can be seen in examples below.

Example 5.23

First, My sister Nouf and I like a twins. she was younger than me but **we** *were at one school*. Second , many days ago, when **we** *wook up early*, Nouf said to my mother, I don't want to go to school. Then, I said the same thing. My mom said OK. After that , **we** *waited* until my father went to his work. and **our** *bus* left and **we** *began crying by aloud voice*. (J127bS1L1par)

Example 5.24

At school. I was so happy becaus I will go with my friends, and at 1.00 p.m. my friends driver came and take **us** to I did know where I going to I tough **we** *will visit friend* and **we** *will have lunch* with her the roud was so lon, and **we** *arrive to Resturant* I was shocked, it is resturant (my mother will kill me. (A043aS1L1ess)

Example 5.25

When I was in elemntry school I found some girles I can stay with them, but we was a child **we** *did not know* what the meaning of friendship Just **we** *smile with each other* and played in our time. But when **we** *wase in inter mediat school* **we** *were knew each other* mor from elementry school. **we** *were took with each other* about **our** problems and helped other to found aslution for **our** *problems*. **we** *were Like a sisters*. **we** *were fice friends* when eny one need things or need helpes we did it When **we** *were in sacondry school*, **we** *were clouse for each others*. **we** *were cryied and smiled in the same time*. I couldn't saw my silce without them. I spend almost my day with thim, **we** *were a very clous friends*. (A050aS1L1ess)

Example 5.26

I life, was win was at age sex teen years old. my was very kind girl and I nevere hert some one, I respect people and thir feelings. one day I was with my frinde in my high school **we** *were sitting on the greass*, and eating **our** breakfast. After **we** *finished* **our** *break fast* me and my frinds start playing with small stones, **we** *were write some thing* in the small stone and throw it. (A054aS1L1ess)

In extract 5.23, the writer, who responded to a prompt asking her to write about an embarrassing moment, is narrating events using first person plural pronouns to refer to her sister and herself. Other writers reflected on their lives by recounting events they had specifically experienced with their friends (Examples 5.24 and 5.25) and their family (Example 5.26). The sense of representativeness of certain discourse communities expressed here may not be as overt as the cases explained earlier in which the writers stress their sense of belonging and collectivism as they are simply narrating stories and adhering to the prompts' requirement (further discussion on the effect that prompts have is given in Chapter 6). The next paragraphs discuss the frequencies of these roles in students' texts, providing a description of the figures in the boxplots. A more in-depth discussion will follow in Section 5.6.

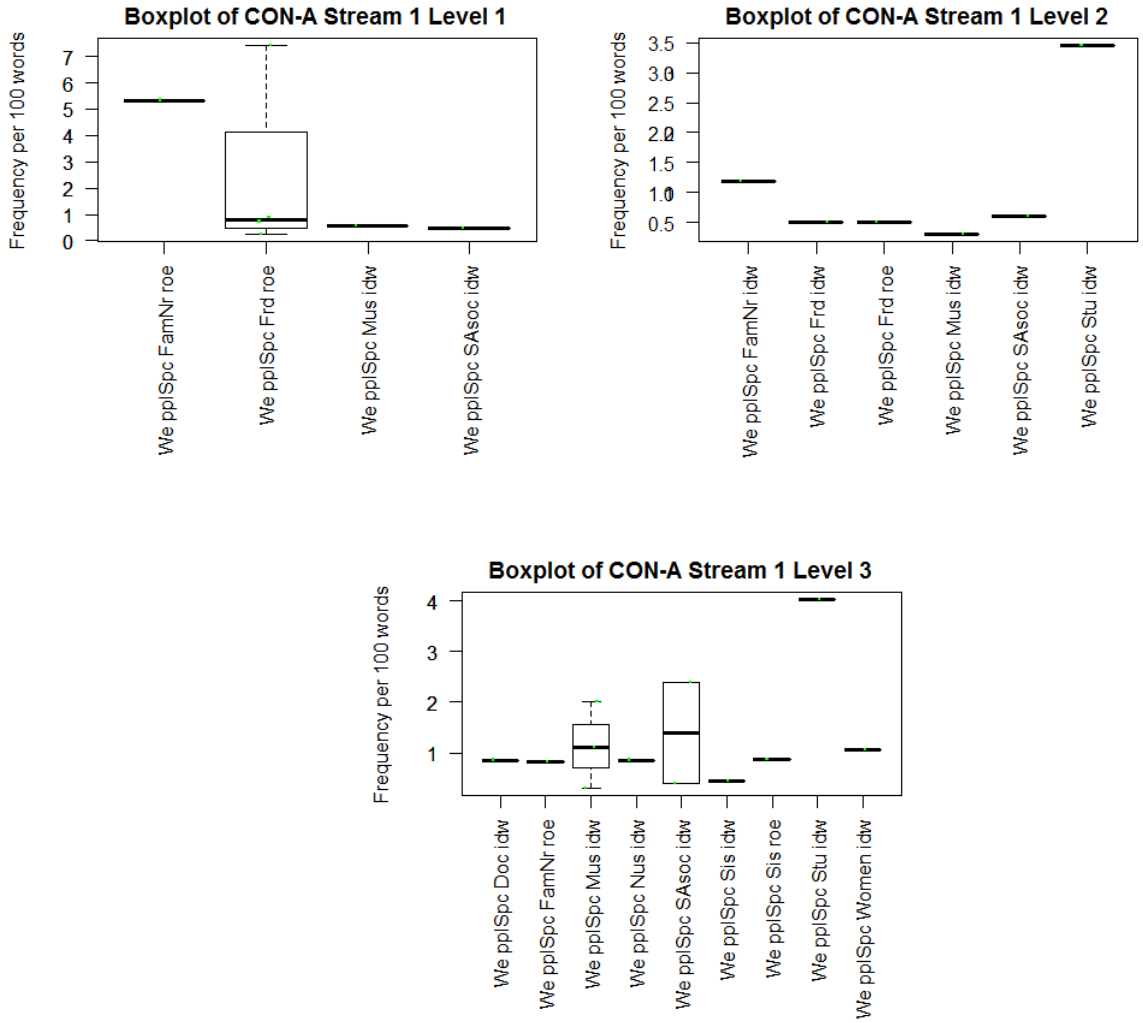
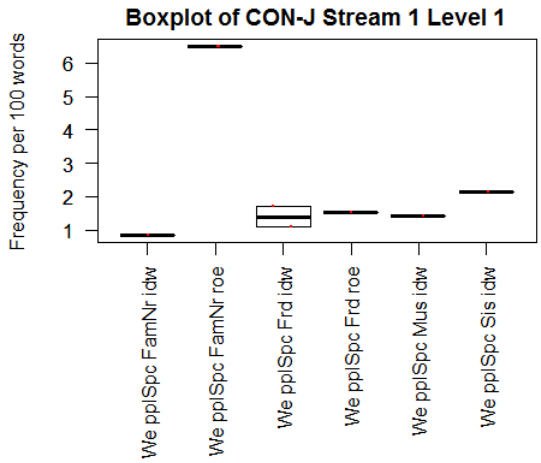
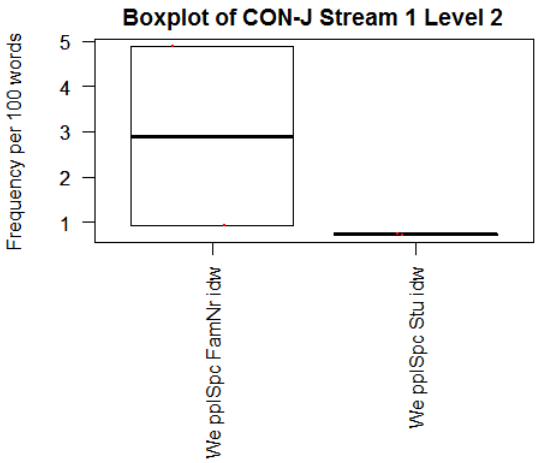


Figure 5.9 Boxplots of the pronoun *we* as *People specific* at all levels in CON-A

In terms of figures, the boxplots in Figure 5.9 show that students at all levels in CON-A used pronoun *we* to identify themselves exclusively as part of Saudi society (We pplSpc SAsoc idw) and Muslims (We pplSpc Mus idw), although sparingly (f ≤ 1 percent). However, the role used by the students to talk about events shared with their friends (We pplSpc Frd roe) can be seen at levels 1 and 2 only.

The role students use to identify themselves as being part of a family in its narrow sense, while recounting events they experienced with their family members (We pplSpc FamNr roe) can be found at levels 1 and 3. The role where students identify themselves as being students (We pplSpc Stu idw) can be observed at levels 2 and 3. Noticeably, although the frequency of this role is high at both levels this was due to a few students who overused this reference. The roles whereby students identified themselves as being part of a family in its narrow sense (We pplSpc FamNr idw), and as being friends (We pplSpc Frd idw) were sparingly adopted at level 2 only. The roles through which students identify themselves exclusively as belonging to certain groups, such as doctors (We pplSpc Doc idw), nurses (We pplSpc Nus idw) were utilised by one student at level 3. Reference to women (We pplSpc Women idw), and sisters (We pplSpc Sis roe) can be seen at level 3 only where they were employed by only a few students.





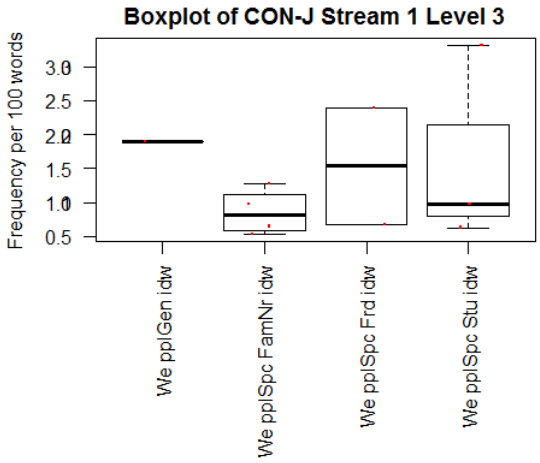


Figure 5.10 Boxplots of the pronoun *we* as *People specific* at all levels in CON-J

The students in CON-J used nearly the same roles employed in CON-A, although more sparingly as the boxplots in Figure 5.10 show. These include instances where the students identify themselves as being part of a family in its narrow sense (We pplSpc FamNr idw). There was one student who used this role at level 1 (0.8 percent). However, the role We pplSpc Frd idw where students identify themselves with their friends can be observed at levels 1 and 3 only. The role through which the students identify themselves exclusively as being students (We pplSpc Stu idw) was found at levels 2 and 3 only. The students at level 1 also utilised pronoun *we* to identify themselves with specific groups such as Muslims (We pplSpc Mus idw) (1.4 percent) and sisters (We pplSpc Sis idw) (2 percent). On the other hand, some roles were utilised by level 1 students only. They include instances in which they recounted events they experienced together with their family members (We pplSpc FamNr roe) (approximately 6.5 percent) and instances in which they talked about events they shared with their friends (We pplSpc Frd roe) (1.5 percent). We now move on to explore the utilisation of pronoun *our*.

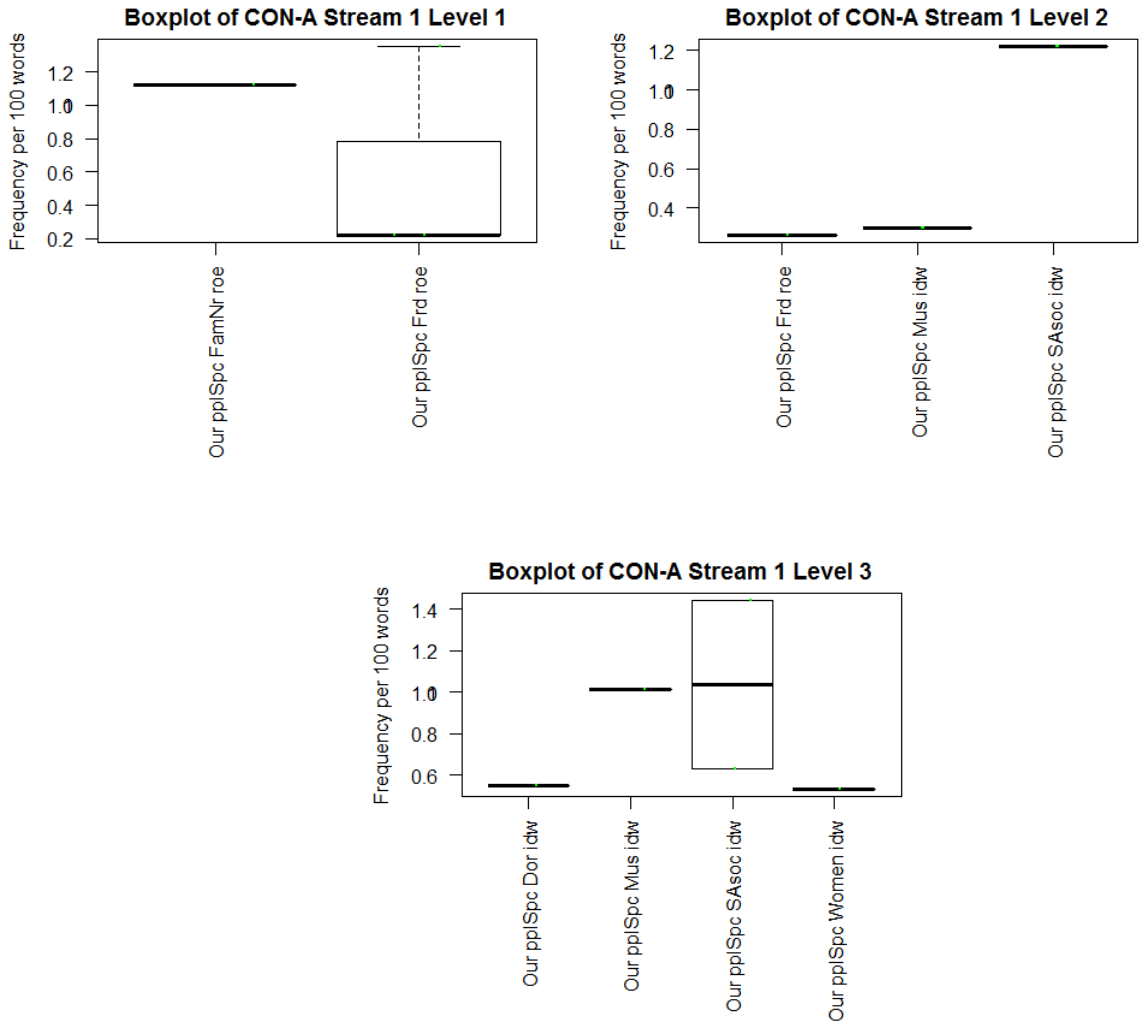


Figure 5.11 Boxplots of the pronoun *our* as *People specific* at all levels in CON-A

Pronoun *our* is one of the least used pronouns in CON-A. As seen in Figure 5.11 it was employed to make exclusive reference to Saudi society (Our pplSpc SAsoc idw) and Muslims (Our pplSpc Mus idw) as can be seen at levels 2 and 3 only. The reference to doctors (Our pplSpc Doc idw) and women (Our

pplSpc Women idw) was made by level 3 students only. Recounting some events experienced with friends (Our pplSpc Frd roe) and family members (Our pplSpc FamNr roe) can be found at level 1 only.

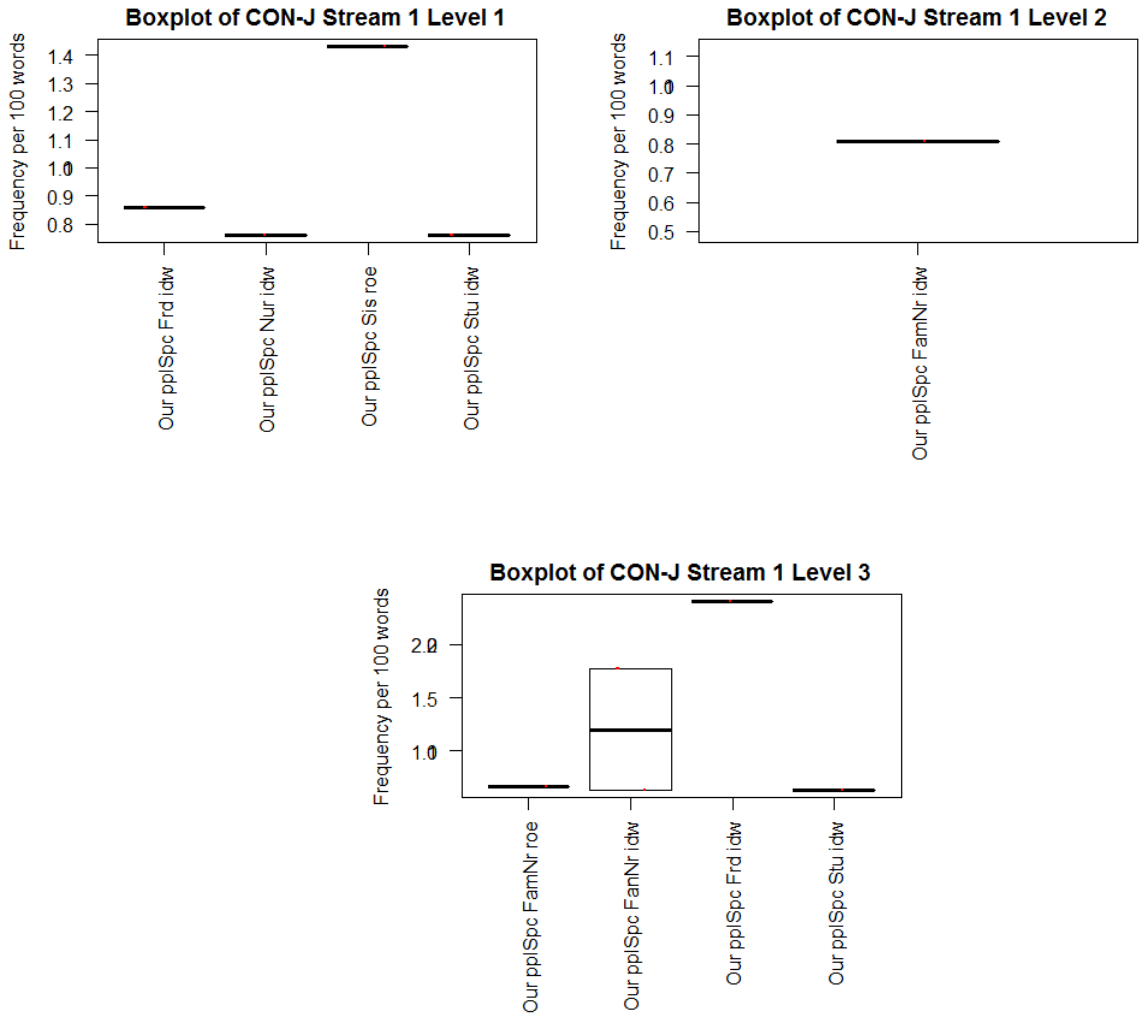
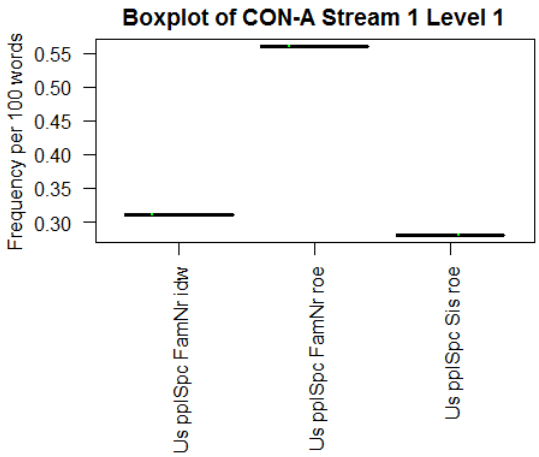
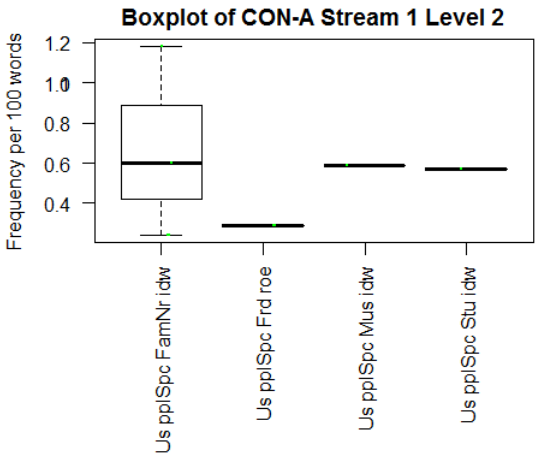


Figure 5.12 Boxplots of the pronoun *our* as *People specific* at all levels in CON-J

Pronoun *our* is also one of the least frequent pronouns in CON-J. Identifying oneself exclusively with friends (Our pplSpc Frd idw) and students (Our pplSpc Stu idw) was hardly used at levels 1 and 3. Reference to nurses (Our pplSpc Nus idw), sisters (Our pplSpc Sis roe) and talking about events shared with friends (Our pplSpc Frd roe) were found at level 1 only. Finally, identifying oneself as being part of a family in its narrow sense while recounting events experienced with family members (Our pplSpc FamNr roe) occured at level 3. We shall now look at the final plural pronoun used in both colleges.





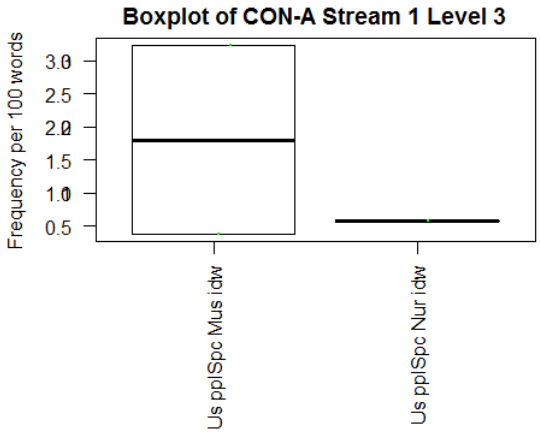


Figure 5.13 Boxplots of the pronoun *us* as *People specific* at all levels CON-A

Although few students used the roles of *us* in CON-A as Figure 5.13 above shows, the following points can be discerned. Level 1 students used *us* to identify themselves exclusively as a part of family in its narrow sense (Us pplSpc FamNr idw) and refer to family members such as sisters (Us pplSpc Sis). Level 2 students identified themselves with Muslims (Us pplSpc Mus idw) and students (Us pplSpc Stu idw). Level 3 students expanded the reference using this pronoun to include identifying themselves exclusively with specific groups, such as nurses (Us pplSpc Nur idw) and Muslims. They also recounted events they experienced with family members (Us pplSpc FamNr roe), and their friends (Us pplSpc Frd roe).

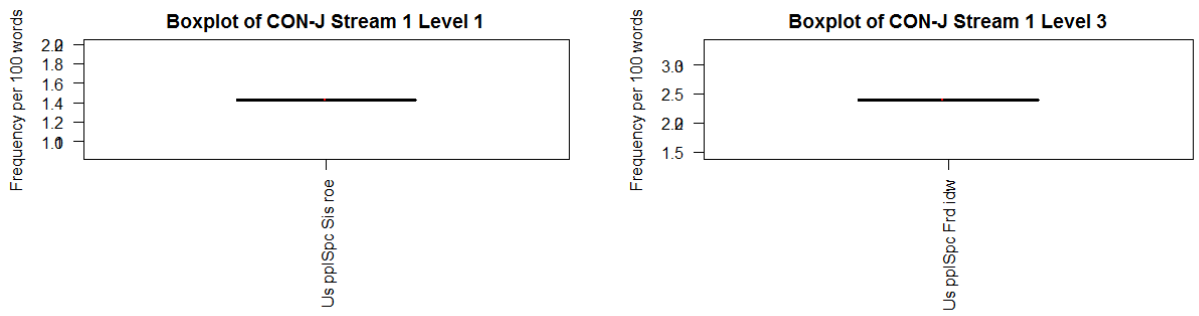


Figure 5.14 Boxplots of the pronoun *us* as *People specific* at levels 1 and 3 in CON-J

As Figure 5.14 shows, in CON-J, pronoun *us* was used to signal exclusive reference to sisters (Us pplSpc Sis idw). This use was found at level 1 only. Exclusive reference to friends (Us pplSpc Frd idw) was used at level 3 only.

This section has revealed that the specific reference is utilised varyingly at all levels in the CON-A and CON-J. It has also shown that the frequency of the roles and the number of utilisers are considerably less than those of the generic reference. Having discussed the two kinds of references made by first person plural pronouns, we shall move on to the next section which provides more insights into the utilisation of these references and highlights some prominent observations.

5.6. Concluding remarks and a summary of the chapter

Close analysis of the students' writing has revealed how first person plural pronouns are used to make generic reference to people, identifying the writers (and the addressee/reader) as experiencing individuals in the 'real world'. Several rhetorical acts have been observed when using pronouns *we*, *our*, and *us* to inhabit that role. It is salient to note that the writers' employment of the generic reference makes their

position logical to the readers. By making the phenomenon discussed more generic and using 'real life' references the writer appears more confident and sounds more convincing. In addition, there is the sense of 'usness' that is continuously created by the writers in the various instances of these pronouns inhabiting that role. Further, demonstrating certainty denotes the writer trying to get the readers' agreement to their position, an idea proposed by Clark & Ivanič (1997). Using pronoun *our* to express ownership of "a universal or common property" (Tang & John, 1999) also occurs when students want to show solidarity (Ädel, 2006) with the reader and all people in the 'real world'. Presupposing solidarity has been demonstrated by instances of *we* and *us* as well, which supports Ädel's (ibid.: 32) assumption of the high frequency of the generic reference in L2 learners' prose.

When presenting the raw frequencies at the beginning of this chapter, it was indicated that *we* was a low frequent pronoun in both CON-A and CON-J. Pronouns *our* and *us*, on the other hand, were the least frequent in both colleges. In terms of the roles of these pronouns, it can be noticed that both CON-A and CON-J used the generic reference to people using pronoun *we* (We pplGen idw). The behaviour of this role, however, differed in the two colleges. While there was a gradual increase in its use from the first level to the second, and then to the third level in CON-A, the increase in CON-J was from level 1 to level 3 only, as there was a sharp decrease at level 2 in terms of the number of utilisers. As for pronouns *our* and *us*, which were the least used in both colleges, pronoun *our* as *People in general* was extensively used in CON-J, level 3. In contrast, *us* was used much less in CON-J. The gradual increase in the generic use of first person plural pronouns from level 1 to level 3 does not merely indicate the students' eagerness to express solidarity with the reader(s) and engage in a dialogue with them, but also denotes what appears to a developing awareness of these pronouns as an effective functional tool to attain a high level of credibility in their argumentation. Questions about the students' awareness of these functions, and

whether they have received any instructions about the different roles of first person plural pronouns yet remain unanswered (this issue will be revisited in Chapter 7).

Tang & John (1999: S27) argue that utilising first person pronouns in a generic way which is "far from giving the reader information about the writer, effectively reduces the writer to a non-entity". As said earlier, their claim that this role is the least powerful one is rather controversial. The nature of first person plural pronouns, when used generically as in this study (and in Tang & John' study) does not convey any authorial presence of the writer for they are all used 'inclusively' to refer to all people including writers themselves. Using pronouns to inhabit the role of *representative* which refers to 'people in general' obliges the writers to simply express themselves as experiencers rather than authors. That said, it could be argued that making a generalisation such as that "adopt[ing] a role which carries the least information about themselves as individuals" (Tang & John, 1999: S30) is an attempt by the students to efface themselves from the discourse, because of a "feeling that they do not have a right to exist in academic writing" (ibid.) is inaccurate and needs to be reconsidered.

In addition to making a generic reference to people, first person plural pronouns have been employed to refer exclusively to certain groups of people. The figures in Section 5.5.1.1 show that the generic reference is used to excess by the students in both colleges compared to the specific references they made, which were demonstrated by the figures in Section 5.5.1.2. This observation might not be surprising since the rhetorical functions of the generic role are much more varied in comparison to the restricted functions of the specific reference. The examples discussed above in Section 5.5.1.2 also showed a range of specific reference that commences with signalling broad ethnic and national groups e.g. Muslims and Saudis, and goes on to signalling much smaller groups with which the writers had

professional ties e.g. doctors and nurses (being nursing students themselves), and finally signalling smaller and much narrower groups, to which writers were bound socially e.g. family members and friends. The students used the specific reference to deliver a message to the reader that the phenomenon being discussed is restricted to 'us' (the writer and the group being referred to; not everyone). This can be clearly seen when reference is made to Muslims and Saudis (including Saudi society and Saudi women). This may serve primarily to describe to the reader(s) a state of affairs rather than convince them about a position taken by the writer. The same thing is supposedly applicable to cases when reference is being made to professionally related groups like doctors, nurses, and students.

It is worth noting that the way students inhabit the role of *representative* in the data, especially when referring to certain members of a discourse community, differs considerably from the way discussed by Tang & John (1999) who have attributed their Singaporean students' use of this role (i.e. the role of *people specific* in this study) to signal their membership of a discourse community (they used a linguistics discourse community as an example) by demonstrating knowledge of its facts. However, the Saudi students here refer to discourse communities of which they are already members of (such as students), or will be when they graduate (such as doctors and nurses). The students seem to be simply "acknowledging and foregrounding [their] membership" of these groups (Clark and Ivanič, 1997: 154). However, were the students 'playing safe' by implementing strategies of which they are cognizant? Or did they find it even 'safer' to position themselves in such familiar communities? Or is it because they have not been acquainted with the different roles first person plural pronouns have and their rhetorical function performed in the discourse? Or is it merely the prompts which have encouraged this positioning, considering the fact that the most of the prompts used require specific reference? These questions will be addressed in Chapter 6 when I discuss the possibilities of selfhood drawing connections between the

role of the prompts (representing the contextual situation) and the different roles performed by student writers.

To sum up, this chapter has provided answers to questions 2 and 3 in the introduction, which were concerned with quantifying occurrences of first person pronouns employed in CON-A and CON-J. This quantification has also considered the similarity and differences between the pronominal references in the two colleges. This chapter has also tackled questions 4 and 5 which were partially answered as the focus was devoted to the roles fronted by one category of first person pronouns only, that is plural ones. These roles were addressed quantitatively and qualitatively, providing examples which illustrated how roles were inhabited by the students at different levels in both colleges. The next chapter will shift the focus to the roles occupied by first person singular pronouns, and the factors contributing to the roles performed by first person pronouns (singular and plural).

6. WRITER PERSONALITY IN TEXTS II

6.1. Introduction

This chapter continues the presentation and discussion of the results of the analysis conducted on the data collected from the College of Nursing-AlAhsa (CON-A) and the College of Nursing-Jeddah (CON-J). It addresses questions 4-7 posed in Chapter 5, which were partially addressed, as that chapter was dedicated to presenting and discussing first person pronouns and the roles occupied by first person plural pronouns only. This chapter attempts to provide answers to the following five questions:

1. What roles do personal pronouns (both most and least frequent) have in the text?
2. Which roles predominate in each level and which are used least?
3. Are there any similarities or differences between both colleges in the roles that the students take in their writing? What are they?
4. What factors contribute to the students' employment of personal pronouns and the roles they inhabit?
5. What do the students' utilisation of personal pronouns and the roles occupied reveal about their writing?

The results in this chapter focus on the roles of first person singular pronouns. Discussion will commence with the role of *Individual* (Section 6.2), the role of *Individual and recounter of events* (Section 6.2.2), the role of *Social* (Section 6.2.3), the role of *Social and recounter of events* (Section 6.2.4), and finally, the *text-related* role (Section 6.2.5). As with the discussion in Chapter

5 a detailed examination of these roles will be given along with examples from the students' writing. Statistical analysis of the frequencies of the roles occupied will follow. A combination of a micro- and macro-analysis of first person pronouns has also been adopted in the discussion in this chapter – I would like to stress again that that extracts discussed below are sometimes difficult to understand due to spelling mistakes which have been retained to maintain the authenticity of the texts. In Section 6.3, I will provide an account of factors which may contribute to the utilisation of the roles inhabited by the first person pronouns (singular and plural). The chapter ends with Section 6.4 by providing some concluding remarks in which I highlight (and reiterate) the main observations made throughout the discussion.

6.2. The roles inhabited by first person pronouns (singular)

This section investigates the roles that the first person singular pronouns occupy in CON-A and CON-J (questions 1, 2, and 3 in the introduction to this chapter). As expounded in Chapter 5 (Section 5.4), the students in the two colleges utilised the pronoun *I* extensively. It behaved similarly at all levels, that is, its frequency was the highest at level 1, and then decreased at levels 2 and 3. Pronoun *my* was the second most dominant pronoun. It acted in a similar way to pronoun *I* across the three levels, as it was the most frequent at level 1 and it gradually decreased at levels 2 and 3. Pronoun *me* was the third most dominant pronoun in CON-A and came in fourth position in CON-J, behaving similarly across the three levels in both colleges, that is, it was frequently used at level 2 and was less frequently used by levels 1 and 3 students.

Examination of pronoun *I* in the prose produced by the students shows that it occupies five different roles: *text related* (ITR), non-text related*: Individual* (INTR Individual), non-text related*:*

Social (INTR Social), non-text related*: Individual and recounter of events* (INTR Irai), and non-text related*: Social and recounter of events* (INTR Isar). Pronouns *my* and *me*, however, mainly have two roles: non-text related*: Individual* and non-text related*: Social*. As explained in Chapter 4, the *text-related* roles are first person pronouns which function within the 'world of discourse' (a more detailed discussion will follow in Section 6.2.5). The non-text related roles, on the other hand, are first person singular pronouns which act within the 'real world'. They are expressions that have the writer as the referent. Let us now observe all these roles, how they were occupied, and how they were adopted in students' writing. Discussion will commence by presenting the role of *Individual* (INTR Individual), followed by the role of *Individual and recounter of events* (INTR Irai), the role of *Social* (INTR Social), the role of *Social and recounter of events* (INTR Isar), and finally the *text-related* (ITR) (see Appendices H and I).

6.2.1.1. The non-text related: *I* as *Individual* (INTR Individual)

This section focuses on the role of *Individual* by which first person singular pronouns mainly convey personal aspects related to the writer themselves (see Chapter 4). These pronouns have been adopted by the students to perform various rhetorical functions. One of these acts is to express "epistemic stance", which "comments on the status of information in a proposition" (Biber *et al*., 1999: 972) and "attitudinal stance" (ibid.: 966), which conveys the "personal feelings, attitudes, value judgments, or assessments" of the writer. This role is taken by the pronouns *I*, *my*, and *me*. Each pronoun will be presented in a separate section which qualitatively and quantitatively investigates its behaviour in the students' writing. This sub-section will focus on the first person pronoun *I*.

To demonstrate how the role of *Individual* is occupied by pronoun *I*, let us examine Examples 6.1 and 6.2 below, which are taken from an argumentative essay written in response to a prompt asking the students whether it is better to enjoy their money when they earn it or to save it for some time in the future? The extracts show explicitly how students have used pronoun *I* to state their point of view, e.g. *I always prefer save my money* and *I want save the money in the future*, emphasising them with "emotional appeals" (Marion, 1990) by saying *I need money, I need money to travel, I like save my money*, and *I want live happay*. The same approach has been adopted in Examples 6.3 and 6.4, in which students are discussing the pros and cons of having a high-paying job with long hours that would give them little time with their family. Notice how they are asserting their preference and position via the adoption of pronoun *I* associated with mental verbs such as *love, like* and *enjoy* (see the concordance line in Figure 6.1 below). This mirrors Ädel's (2006: 39) assumption that "[t]he acts associated with stance indicate intellectual activities of various kinds, which are particularly important to argumentative writing", stating that "[i]n such writing, writers are supposed to adopt a stance, that is, to report their positions on issues". Weber (1985 cited in Biber, 1988: 225) points out that "discussion of mental processes is a personal matter often associated with high ego-involvement". It is worth noting that taking a stance is not only a part of argumentative writers' task, it is also important to reflective writing. In this type of writing, as expounded in Chapter 2, the writer is required to express their attitudes, ideas, impressions, and feelings which are all important components that constitute reflective composition.

Example 6.1

In my opinion, **I** *always prefer save my money* for some time in the future. First of all, when **I** *need money*, **I** *have more money* for times In needed. For example, if **I** *need money to travel*…. **I** *want visit all cities*

around the world. **I** *want discufer and visit* a few museums. I want tak my family to visit londen and take first class in the hotel for enjoying with each ather. **I** *want to go best restorant*. **I** *want be in the best place*. **I** *can do all of this by my money*, **I** *like that I always save my money* for In needed…. **I** *like save my money*. In summary, **I** *want to save my money* for build my future for my cheldren and for all something good for us. (A045aS1L1ess)

Example 6.2

I *want save the money in the future*. A first reason is that the money very important in the live in her day. **I** *can't work with out money* the seem luicures. For examples, **I** *can't eat anything without money ot trivel*. The seconde reason is that save the money in the future until my children side in the first class school I want live happay but don't more money beside happay. No **I** *don't think about that money* besides more money came greet. **I** *don't like this habit*. The thirad reason is that **I** *want more gold* because the veafirt happy. (A072S1L1ess)

Example 6.3

A high Paying job with long hours and lower paying jop with shorter hour **I** *like the job* is a high-paying with long hours because **I** *don't like a lot sleepy*, my sleepy is very litte I can the work a long time because **I** *like work*,, also I don't like sit in the home, and I am working in the house. But sometimes **I** *like lower-paying jop with shorter hours* because **I** *want sopping a, whiching T.V*, sit on the computer. (A056aS1L1ess)

Example 6.4

In my opinion, **I** *prefer to work a high-paying job* with long hours more than to work lower-paying job. I choose to be a nurse for these two reasons:- First, **I** *enjoy working with long hours* to make my self don't think about my problems. **I** *spend my day with working* nt with thinking this is much better. May be, you will say this is n't a situation for my problems. However, **I** *think this is a very good solution*. Second, the pay that **I** *will take* is much better than spend time with my fmaily and friends. The pay that **I** *will take makes me* do my personal life with out any one. (A061S1L1ess)

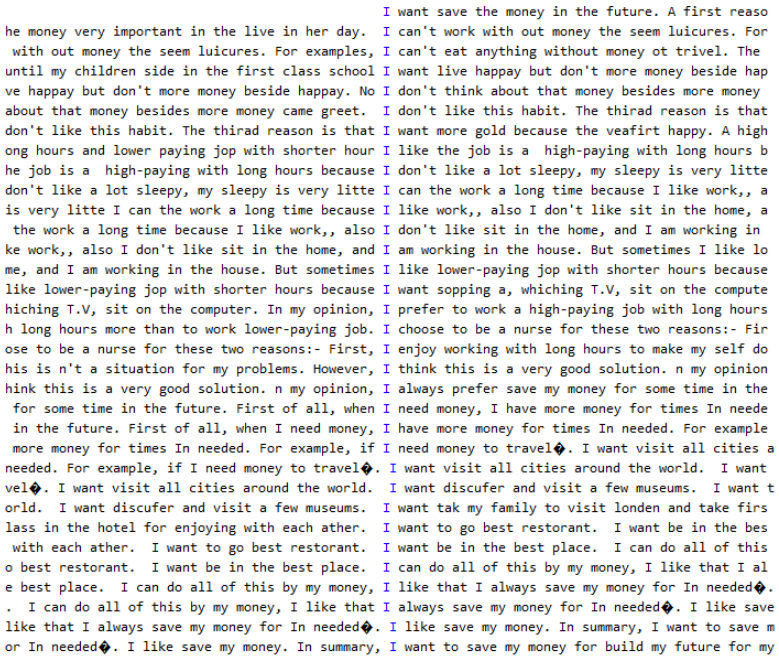


Figure 6.1 A concordance line of mental verbs associated with *I* as *Individual* in argumentative writing in CON-A sub-corpus

The expression of attitudes, ideas, and feelings can also be seen in Examples 6.5 and 6.6 below. Both extracts are part of texts in which the students chose to write about the fact that having goals makes a person more successful (Example 6.5), and the medical specialty they would like to choose for a career (Example 6.6). Both students used pronoun *I* as an *Individual* to reflect, although not deeply, on themselves and their lives, asserting their ambitions to become a nurse in the first example and a plastic surgeon in the second. Their feelings are plainly indicated through the mental verbs as *love*, *want*, *do not want*, and *like* used in these occurrences *I love my subject*, I *want to study and study to be a professional Nurse*, *I don't want to Finish studying*, and *I woud like to be plastic surgin*.

Example 6.5

Then **I** *love my subject* and **I** *like The help in our career* so **I** *am hopping to study hard* after I take a job to be head nurse. and learn others how they can help patients. And my dreams and Goals don't stop at this point. **I** *want to study and study to be a professional Nurse*. I want a be an active member in society. **I** *don't want to Finish studying* and take a job and if Then every thing Ends. No, **I** *want to be abroad by my self*. and **I** *will not be like That If I Don't Do any thing*. Finally, I wish from allah **** actul my goals. Thank for allah at any way. (A082bS1L3ess)

Example 6.6

If **I** *have had the choise* To choose a medical secialty, **I** *will be a plastic surgin*. a plastic surgin is a doctor who make elective surgeries for people. This pranch of surgical world is like dream to me. Every one like buity, as will as, me. Some people need to do plastic surgry. That because of maybe congental problem. women with mamoectomy-brest removal- They need tha kind of surgry. Another resone why **I** *woud like to be plastic surgin* is, The rate of death for people who had that kind of surgrees is low. At the end plastic surgin must be carfull not to do this surgries to every one, endeed. (A054cS1L3par)

Examples 6.7 and 6.8 below, on the other hand, are part of paragraphs in which students describe their plans for their coming summer vacations. The writers in these extracts have, like others in the previous examples, manifested their individualism and entities as experiencers in life. There are two kinds of verbs accompanying pronoun *I* this time: mental as in *I Like the summer, I could make what I want, I want to change my hears colour, and I want to take some courses in Englesh*; and material verbs as in *I will make a new styel*, *I stay in Jejdah*, and *I go to zoo* (see the concordance line in Figure 6.2).

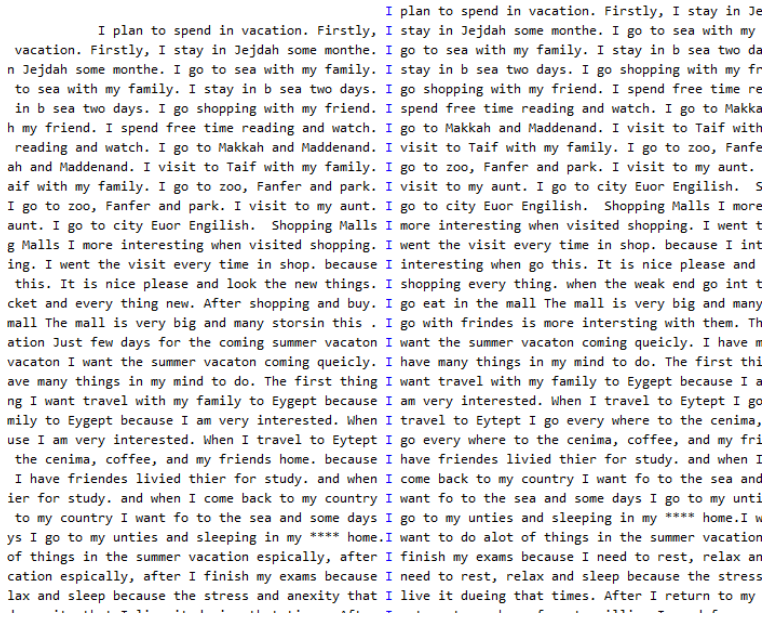


Figure 6.2 A concordance line of mental and material verbs associated with *I* as *Individual* in descriptive writing in CON-J sub-corpus

Example 6.7

I *Like the summer* not just because it's vacation but **I** *could make what I want*. First I will spent mor time with my daughter. Then I will visit my friend and talke with them for all thng we doing after the summer. Because Aid Al Fater will come after 3 month, **I** *will make a new styel in my hear*. **I** *want to change my hears colour*, In addition, **I** *want to take some courses in Englesh* to improve my language. (J147S1L1par)

Example 6.8

I *plan to spend in vacation*. Firstly, **I** *stay in Jejdah* some monthe. I go to sea with my family. I stay in b sea two days. I go shopping with my friend. **I** *spend free time reading* and watch. I go to Makkah and Maddenand. I visit to Taif with my family. I go to zoo, Fanfer and park. I visit to my aunt. I go to city Euor Engilish. (J123S1L1par)

The first person pronouns in Examples 6.9-6.13 below are occupying the role of *Individual* and are used by the writers autobiographically. The writers are clearly giving a 'portrait' of themselves, possibly as a way of introducing themselves, at the beginning of essay. The students' utilisation of this role in their prose might not reflect the exact description of autobiographical self provided in the literature as being affected by the person's life-history, which "includes his/her opportunities and experiences, and the people s/he has encountered, which are shaped – enabled and constrained – by socio-economic factors and differences in status" (see Clark & Ivanič, 1997: 140-141). There is, nevertheless, a sense of personal life-history being conveyed here when utilising such a role in this way.

Example 6.9

I *am 18 years girl*, **I** *am very noisy girl*, and talkative girl, little nuity girl. (A043aS1L1ess)

Example 6.10

I *am nineteen years old*. **I** *am married*. I live in Al-Ahsa. I study in King Saud Bin Abdulaziz university college of nursing. (A060aS1L1ess)

Example 6.11

I *am student*. I study in the nursing college. (J145S1L1par)

Example 6.12

Also, **I** *am nurse with strong personality*. (A043dS1L3par)

Example 6.13

I *am like every one*, I have my own goals and Try to make them. (A084bS1L3ess)

To summarise, the discussion above shows that the students have expressed their stance as opinionated personas in the 'real world', or as "opinionated beings-in-the-world" (Ädel, 2006). They make themselves visible to the reader by conveying their feelings and attitudes to phenomena in the 'real world' represented by the topics they chose to reflect on. They are explicitly making judgments on and assessments of the topics they are arguing for/against. The way the pronoun *I* has been adopted by students at all level evinces a high level of ego-involvement of the writers (Biber, 1988). It also denotes "an interpersonal focus and a generally involved style" (Chafe 1982, 1985 cited in Biber, 1988: 225).

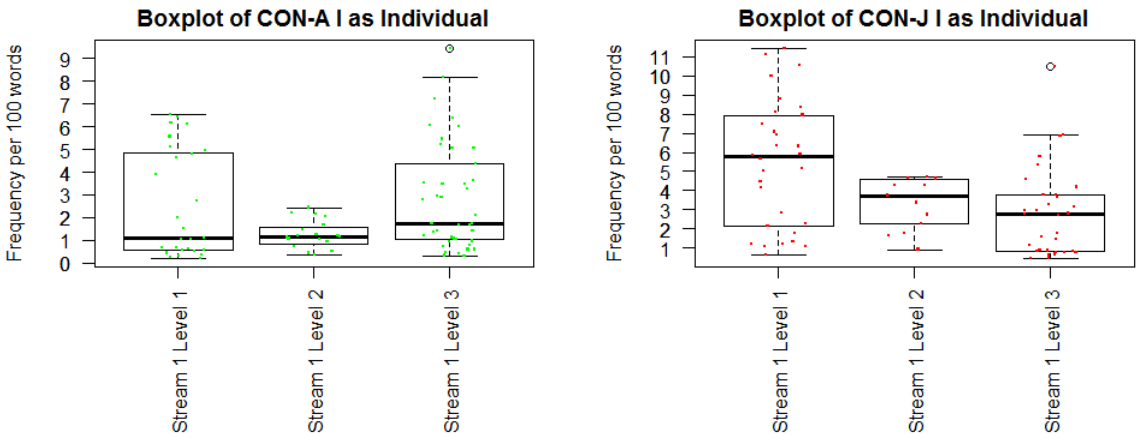


Figure 6.3 Boxplots of the role of *I* as *Individual* at all levels in CON-A and CON-J

Moving on to numbers, Figure 6.3 depicts the frequency of the non-text related*: Individual* (INTR Individual) at levels 1, 2, and 3 in CON-A and CON-J. Starting with CON-A, it can be seen that the highest frequency of this role is at level 3 (f = 8 percent) (the outlier at 9 percent has not been considered), then level 1 (f = 6.5 percent), and then level 2 (f = 2.44 Percent). As for CON-J, the maximum frequency of this role can be seen at level 1 (f = 11.4 percent). At level 2, this role's maximum frequency decreases to 4.7 percent. Also, the number of students who utilised it frequently is lower than level 1. At level 3, the maximum frequency increases to 7 percent; the utilisation by students of this role increases as well.

As can be observed, this role has been utilised frequently by levels 1 and 3 students in both colleges. However, what is striking here is that level 3 students in CON-A made exceedingly high use of this role. This observation poses questions about the reasons why they did so. The nature of this role described above might be appealing to students, especially L2 students, who might find

it an opportunity to portray themselves and express their attitudes and feelings. Also, the frequent employment of this role by level 1 students in both colleges (as depicted above) is not unexpected, since they are still novice writers who are just starting their tertiary study and whose proficiency level is considerably low (as explained in Chapters 1 and 4). However, these assumptions do not seem too accurate for the fact that this role was utilised also by level 3 students, who are supposedly more advanced and acquired relatively more experience in writing that might allow them to use other strategies to convey themselves as opinionated persons. It appears that there is no strong correlation between the students' proficiency level and their adoption of the role of the *Individual*. However, there are other factors rather than the proficiency level which make the use of this role inventible such as prompts or writing genre elicited (further discussion of this will follow in Section 6.3.2).

6.2.1.2. The non-text related: *My* as *Individual* (My NTR Individual)

Pronoun *my* as *Individual* reflects similar aspects to those of pronoun *I* occupying the same role, that is, it conveys personal aspects related to the writer themselves (see discussed above). However, the writers seem to use this pronoun not only to express "attitudinal stance" (Biber *et al*., 1999: 966) i.e., their personal feelings, attitudes, value judgments, or assessments, and to give a portrait of themselves, but also to emphasise their possession of qualities and subjects being discussed, which emphasises the point mentioned earlier about high ego-involvement (Weber, 1985).

The pronoun *my* in the examples below occupies the role of *Individual*. The writers in Examples 6.14, 6.15 and 6.16 are discussing the pros and cons of saving money, having a high-paying job

with long hours that would give them little time with their family, and taking risks and trying new things in life. They all emphasise their preference and position by using the phrase *in my opinion*, thus showing themselves as opinionated persona. Extract 6.17 shows this use by the writer who is describing her forthcoming vacation, stressing her preference for Jeddah city as the best place to spend it in. In addition, as can be noticed in all the examples, pronoun *my* is consistently utilised by the writers to stress their possession of objects such as *my money*, *my future*, *my time* (Example 6.14); *my problems*, *my day*, *my salary* (Example 6.15); *my eye*, *my home town*, *my exams* (Example 6.17) which again suggests their high ego-involvement in their writing.

Example 6.14

In **my** *opinion*, I always prefer save **my** *money* for some time in the future. First of all, when I need money, I have more money for times In needed. For example, if I need money to travell, ills and help poor people. May bay some person from my family needs to lends some money from me, I will directly given the money to her/his. Second, I thinking to travell with my family by ***my*** *money* in the future. I want to travell for many cities, buy more clothes and enjoy with ***my*** *time* family. … In summary, I want to save ***my*** *money* for build ***my*** *future* for my cheldren and for all something good for us. That's it. (A045aS1L1ess)

Example 6.15

In ***my*** *opinion*, I prefer to work a high-paying job with long hours more than to work lower-paying job. I choose to be a nurse for these two reasons:- First, I enjoy working with long hours to make my self don't think about **my** *problems*. I spend **my** *day* with working nt with thinking this is much better. May be, you will say this is n't a situation for **my** *problems*. However, I think this is a very good solution. Second, the pay that I will take is much better than spend time with my fmaily and friends. The pay that I will take makes me do ***my*** *personal life* with out any one. Sometimes, a lower paying job with shorter hours is very good. But is n't for me. I know that your should spend time with your family but I prefer a lone. I think that is the money n't the key for be happy. Sometimes it makes people happy I don't prefer the second job for that reasons also, I had already choosen ***my*** *future job* now. I am dreaming about it and I am waiting The day that I will be a nurse. I spend ***my*** *all day* in the hospital with deffrent people. I will enjoy spending ***my*** *salary* with baying silly things. For these reasons I decided to work a high-paying job with long hourse to be ***my*** *future* job as a nurse.(A061S1L1ess)

Example 6.16

In **my** *life*, I was not care about time. But when I choose to study nursing, I promise myself to be on time because if I won't do that, I will loose my patients. Studying nursing, taking care of patients and Time, in **my** *openion* are the perfect things to try and have risks. (A053cS1L3ess)

Examples 6.17

Every person love to have a nice vacation. All of us wish travel in the worldwid with their Family and friend. I have many of plans for the coming summer vacation some of them difficult but nothi immpassiple If I put it in the middle **my** *eye*. So, we have prepair for it. Jeddah in **my** *opinion* the best city in Saud Arabia. It's known "Red Sea Bride". There are many places such as coffee, shops, Fun Fair and malls. Therefore, I am going to stay in **my** *home town*. Then, I am thinking go to stay in **my** *home town*. Then, I am thinking go to Makkah. Then, I am going to take of course in English language to improve my skills. Also, I am talking with my friends when I finish **my** *exams* I want go to the beach for relaxation for stress of exams. (J146S1L1par)

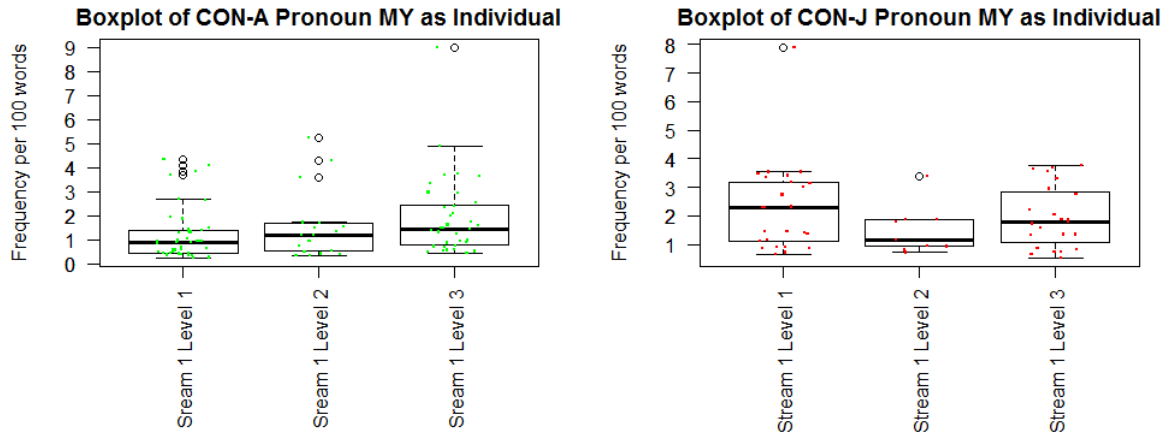


Figure 6.4 Boxplots of the role of *my* as *Individual* at all levels in CON-A and CON-J

Figure 6.4 shows the frequency of *my* as *Individual* (My NTR Individual) at levels 1, 2, and 3 in CON-A and CON-J. From the boxplots of the CON-A it can be seen that the data points at level 1 range between 0.2 and 2.8 percent. The maximum frequency then sharply decreases to 1.7 percent

at level 2. It increases again to 4.9 percent at level 3, thus making it the most frequent at level 3. In CON-J, however, *my* as *Individual* was used extensively by students at levels 1 and 3. Its maximum frequency at level 1 is 3.5 percent, and 3.8 percent at level 3. At level 2 the frequency is relatively low (f = 1.87 percent). This role follows the same pattern in both CON-A and CON-J. That is to say, it is utilised extensively by levels 1 and 3 students in both colleges. It also decreases at level 2 in both colleges. However, the boxplots in CON-A show that there is skewness to the low frequencies, while in CON-J the skewness is to the high frequencies, especially at level 1, which signals a tendency by the students to front this role with the pronoun *my*.

It should be noted that behaviour similar to that exhibited by *I* as *Individual* above is performed by *my* as *Individua*l. The high occupancy of this role by level 3 students in both colleges brings us back to the assumption made earlier when discussing *I* as *Individual* concerning the correlation between the students' proficiency level and their adoption of that role. Since level 3 students demonstrated the same preference for the role of *Individual* when using pronoun *my*, it is not unreasonable to suggest that the prompts (and maybe the genre elicited) have a role in making such a preference inevitable, or perhaps, more attractive.

6.2.1.3. The non-text related: *Me* as *Individual* (Me NTR Individual)

The individuality of writers has been expressed through the adoption of pronoun *me* which, like *I* and *my*, conveys personal aspects related to the writer themselves (see discussion in the sections above). Let us examine the examples below:

Example 6.18

Every specialty in the hospital has Features. All the stuff, who work in the hospital, work together as team to give illess people helping hand. *According to* **me** , I prefer to be one of the sergical staff, because in this field you can injecte the patient with optimictic, even her/his family. also you can see How marciful Allah is Imagine that with me , If you can draw the smile on the patient's face and her family. How is wonder ful effort. Fainally. I wish every body to life in good health. (A046dS1L3par) 1.3.7

Example 6.19

If I have had the choise To choose a medical secialty, I will be a plastic surgin. a plastic surgin is a doctor who make elective surgeries for people. This pranch of surgical world is like dream to me. *Every one like buity, as will as,* **me**. Some people need to do plastic surgry. That because of maybe congental problem. women with mamoectomy-brest removal- They need tha kind of surgry. (A054cS1L3par)

Example 6.20

This is a best sentence for **me** (Never give up!). *It makes* **me** *feel strong* when be upset or sad from some thing. *These words give* **me** *power* in my mind and also in my soul. When I was in the secondary school, I was worried about the exams, and as soon as feel afraid, can't control my self or organize my time for studying. (A078S1L1ess) 1.1.1

Example 6.21

Every year in the same time, I have plan for what I am going to do with my vacation. But this year I am late, because it was crazy year haveing a lot of events. Even I had busy year this *didn't stop* ***me*** from thinking about my comming vacation. Unforsunatily I have just tow weeks as vacation this summer whitch looks short time. Because I haven't that much time my chosses list be come lass. So I didn't have many classes, that's *make* **me** *thinking* about takreing this vacation as break time from every thing. Almost I am going to spend this summer in something like it and *make* **me** *happy* like "reading, watching movies". (J137aS1L1par)

Example 6.22

Nobody can deny that have the most interesting place. *Spain, the most interesting place for* **me**. There are many things in it. There are nice beaches, team football that I love, good shopes, good ventilation, nice parks, nice food and nice culture. People in it seemed very freindly and honist *for* **me**. *It seemed very quit for* **me**. And, *It is very comfortable place for* **me**. I love it very much. (J029aS1L2par)

Expression of 'attitudinal stance' can be seen clearly in Example 6.18, in which the writer is talking about the medical specialty she would like to choose as a career. The phrase *According to me* – although it is unusual to use such an expression – was used by the writer to emphasise that she is a person who has an opinion and preference in the real world. In addition to viewpoints, personal feelings and attitudes are conveyed via the pronoun *me*. In extract 6.19, for instance, the writer not only expresses her feelings but also looks as if she were seeking alignment for her 'likeness of beauty' by using the phrase *Every one like buity, as will as, me*. Similarly, in Example 6.20 the writer, who is arguing for support for the fact that a person should never give up, showed her feelings by explicitly utilising pronoun *me* as in *This is a best sentence for me (Never give up!). It makes me feel strong,* and *These words give me power*. When describing their summer vacations, the writers in Examples 6.21 and 6.22 use the pronoun *me* to express their feelings as in *I am going to spend this summer in something like it and make me happy* (Example 6.21), *Spain, the most interesting place for me, It seemed very quit for me* and *It is very comfortable place for me* (Example 6.22).

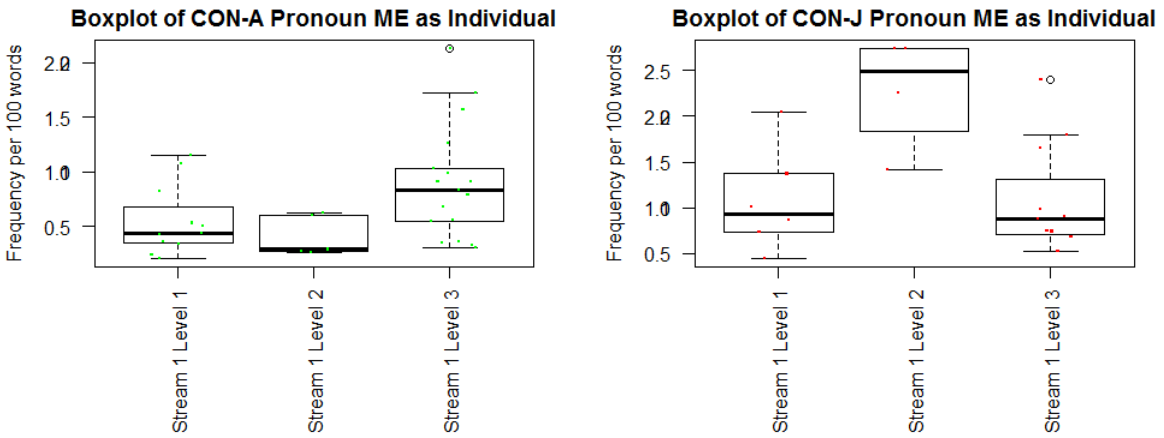


Figure 6.5 Boxplots of the role of *me* as *Individual* at all levels in CON-A and CON-J

It can be seen in Figure 6.5 that the frequency of *me* as *Individual* in CON-A follows a similar pattern to pronoun *my* as *Individual* above. At level 1 the frequency ranges between 0.2 and 1.15 percent. The maximum frequency drops sharply to 0.6 percent at level 2. It increases again to 1.72 percent at level 3, thus making it the most frequent at level 3. The pattern in CON-J, however, differs slightly. The maximum frequency at level 1 is 2 percent. It increases to 2.7 percent at level 2, then decreases to 1.8 percent at level 3. Generally speaking, this role has been used less frequently than pronouns *I* and *my* as *Individual*. It also behaves similarly at levels 1 and 3 in both colleges. However, what is strikingly different here is the skewness of CON-J, level 2 boxplot towards the highest frequencies. Further investigation has revealed that these instances occurred in short paragraphs written by three students only.

6.2.2. The non-text related: *Individual and recounter of events* (INTR Irai)

As stated in Chapter 4 (Section 4.6.1.2), first person pronouns occupying the role of non-text related: *Individual and recounter of event* narrate events the writer experienced personally in the past. The pronouns here are used to tell a story in which different attitudes and feelings are being shared by the writer. The story could take the form of personal recount, anecdote, or exemplum (see Chapter 2, Section 2.6.1). All the incidents recounted occurred in the past and narration is usually signified by past tense verbs. Let us consider the examples below to see how this role behaves.

Example 6.23

Last week, **I** *went to souper market* **I** *bought same thing* I need. when **I** *cames to casheir I shock*!!. **I** *forget my mony* in my home. Then **I** *retairn all things* **I** *bought it and* **I** *went to my home* with out things. my mother say me where your things? I tell her I forget my mony in my home. This is my embarrasing moment. (J121S1L1par)

Example 6.24

It was Last term before **I** *gradute from my high school*. In that morning **I** *woke up early* and bruch my teeth then **I** *wore a nice clothing*, **I** *put a simple make up*. **I** *put cream and gloss on my lip*, and eyeliner **I** *spread perfume* of my teshirt. **I** *wore a pink shose* It was a very nice shose. (A047aS1L1ess)

Examples 6.23 and 6.24 above are part of narrative paragraphs and essays. They are mainly stories which take the form of personal accounts signalled by the time adjuncts *Last week* and *Last term*. The writer in Example 6.23 is writing about an embarrassing moment, presenting a sequence of events she encountered, such as discovering that she has forgotten her money at the supermarket

just before paying the cashier, and returning back home to fetch the money. In Example 6.24 the writer is narrating events that happened on what she considered the 'the happiest day of her life', describing to the reader a series of actions, such as *I woke up early, I wore a nice clothing, I put a simple make up, I put cream and gloss on my lip, I spread perfume of my teshirt,* and *I wore a pink shoes*.

Example 6.25

One of them, he is my father. he the best friend, and the best father, and the best teacher. He suborted me when **I** *had in haigh schoole*, he give me more information about life and education. He stand with me when **I** *get my final exame* and give me alot of formation, because he a teacher. He suborted me when **I** *came this college* and he was came with me in the interfuw and he was so happe when **I** *began stady* in this college. in addition, my * wich for me I became nurse. (A055bS1L2ess)

Example 6.26

For example, **I** *had studieds nursing in King Faisal University* with Deploma degree. The study was easier than National guard. However , **I** *choose the hard one*. After that, **I** *saw myself better* and **I** *did improve too much*. (A053cS1L3ess)

Example 6.27

It happened when me and my mother dieaied. we went my grandmother's house. when we arrived there my granma was about to go out, so takt my mother and go **I** *didn't really know where*, but **I** *had to stay alone* in my granmas house. **I** *was sitting in front of t.v*. when sodenly The lihgt go out. **I** *get up* , **I** *was scared* and about to screme and cry, as will, but Then ***I*** *thught, what will happened if* ***I*** *Just scream* and cry no one will help me not anythig will change. So ***I*** *calm down* and kept saying to me that nothing happened To me **I** *can do it*, **I** *could deal with be and this kind of word*. When **I** *control my self finally*. **I** *gat up To go* To The first flore becouse There is The place where my grandma put's The candles and hand light. Of course it wasdrack, so **I** *couldn't see anything*, but **I** *tryied so hard until I found the candle*. **I** *bern the candle* and waited and quiet for my mom to be back. whene they arrive, **I** *was sitting* and a big smail on my face. (A063S1L3ess)

This role has mostly been observed in narrative writing. On the other hand, there are instances of this role in argumentative and reflective writing. Examples 6.25- 6.27 above are extracts from argumentative and reflective essays. The writers in these extracts have occupied the role of *Individual and recounter of events* when writing about the person she had looked up to and how they had helped her in her life (Example 6.25), when arguing about trying new things and taking risks in life (Example 6.26), and finally when discussing the quality of being brave in facing danger and fears, reflecting this in her own life by telling a story of an incident in which she displayed courage (Example 6.27). It seems that the writers tend to use this role in association with material verbs as the concordance lines in Figure 6.6 below suggest.

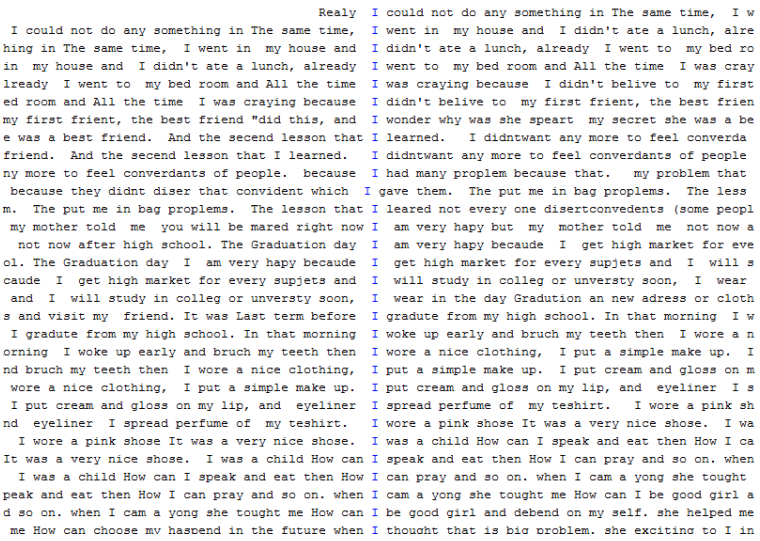


Figure 6.6 A concordance line of verbs associated with *I* as *Individual and recounter of events* form CON-A sub-corpus

It is likely that this kind of utilisation is inevitable as the writers have to recount events to comply with the requirements of the prompt and genre of narrative essays. This type of role is popular

among learners, especially L2 learners. Petch-Tyson (1998) has noticed a similar role in her study that Finnish learners occupy (see Chapter 4, Section 4.6.1.2). The chances of inhabiting this role increase with prompts eliciting narrative writing, as the cases above demonstrate. However, other examples show that this role also occurs in other writing genres such as argumentative and reflective, although this might be determined largely by student choice (I will elaborate more on the relationship between the roles and the writing genre in Section 6.3 below)

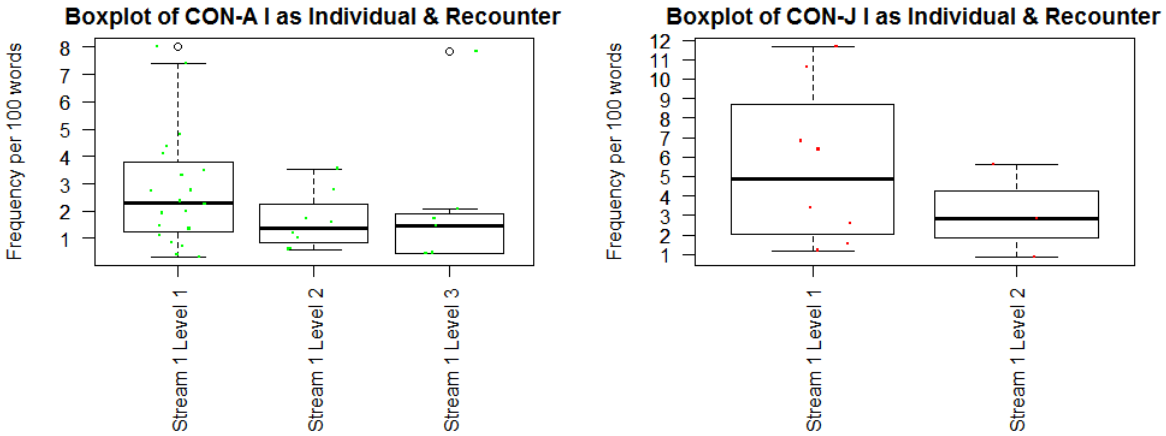


Figure 6.7 Boxplots of the role of *I* as *Individual & recounter of events* at all levels in CON-A and CON-J

Figure 6.7 clearly illustrates that the role of non-text related*: Individual and recounter of events* (INTR Irai) decreases across levels in both colleges. As the boxplots on the left show, this role is highly frequent at level 1 (f = 7.4 percent). The frequency drops to 3.5 percent at level 2 and drops again at level 3 to 2 percent. In Level 3 the utilisation is less than 1 and 2. Questions here might

be posed about whether this decrease at level 3 has resulted from avoiding prompts that would elicit the occupation of this role. In CON-J, the role is less frequent at levels 1 and 2. The maximum frequency of this role is at level 1 (f = 11.5 percent), however, it was used by eight out of thirty-three students only. At level 2, the maximum frequency drops to 5.6 percent. The number of students who employed this role drops to three as well. There are no instances of this role at level 3. What characterises this role in CON-J is the low number of utilisers with a high frequency of utilisation. This raises questions once again about the role of the prompt, or perhaps the absence of a prompt eliciting this role (see Section 6.3.4 for more discussion about this role).

6.2.3. The non-text related: *Social*

This section addresses the role of *Social*, through which first person singular pronouns exhibit *participation*. It has been previously noted that *participation* refers to personal experiences shared with other referents in the 'real world' (see Chapter 4, Section 4.6.1.2.). This role is represented by the pronouns *I*, *my*, and *me*. Each pronoun will be presented in a separate section, discussing the rhetorical acts it performs in the students' writing. The next sub-section will focus on first person pronoun *I*.

6.2.3.1. The non-text related: *I* as *Social* (INTR Social)

In the examples below, the writers are adopting the role of *Social*, relating various personal experiences of people around them and the world they live in. In this way the writers are explicitly demonstrating themselves as actors who are experiencing real-world phenomena with people in real life. Example 6.28 is an extract from a descriptive paragraph in which the writer is describing

her forthcoming summer vacation. The utilisation of this role in this genre supports Ädel's (2006) proposition that the occurrence of this role in narrative and descriptive writing is highly likely. Examples 6.29 and 6.30 reveal how first person pronouns are adopted in argumentative writing. by showing the writers as experiencers expressing attitudes towards different people, as in these extracts in which the student is talking about her friend: *I still remember her face, her hair, her lovely voice, I pray for her and also ask god for her* and *I miss her*. This role has been observed in reflective writing as well. Example 6.31 comes from a reflective paragraph in which the student is explaining the reasons for choosing nursing as a profession/specialty. She uses the *Social* role to express herself as a participant with 'patients' in her future life as a nurse which can be seen in the following sentences: *I will clean his or her, I will gave the mother advice to take care of her baby, I love the baby so much.*

Example 6.28

In this vacation **I** *will travel to Egypt* to visit my friends and enjoy with them. **I** *will going to shopping and going to sea with my family*. **I** *will going do the cinema with my sister* to watching the movies. I will enjoying in this vacation and relax from all things. After traviling **I** *wont visit my friends* and visting my family (J089aS1L3par)

Example 6.29

Important poeple can not be just the old one but also the young one, because my friend is one of the most important people in my live. She is smart, relegans, respectable person. **I** *want my doughters to be like her in the future*. her name was "Bothayna", she was always there when **I** *need someone to talk with* but unfurtinatly good people always go. she died when she was 13 years old, we were almost child, I cried alot for her but no one felt that. That was before almost five years and tell now **I** *still remember her face*, her hair, her lovely voice. and tell noe **I** *pray for her* and also ask god for her. **I** *miss her*. (A043bS1L2ess)

Example 6.30

The important person that **I** *have looked up* to are alot in my live, but the basic are my parent too. **I** *want to be like my mother* becaus she is just special person for me, some time **I** *look at her as the perfect mother*, and that is right. My father also is important person in my live, **I** *want to be succesful person in the future just like hem*, he always say to me that I can do any hing that I want, he always tell me that I am smard way, and Allah gave as mind or brin which we have to use it in good . when **I** *tell my father* that my marks in college are very low so I feel like stubet, he say "Do Not say that, Allah does not creat bad thing ever. (A043bS1L2ess)

Example 6.31

when I graduate from thes college and I will choose a medical specialty I will choose The dilivery section. why? because I have the knew and small baby it is My dream, and **I** *will help the mother* to take care for her baby. **I** *will clean his or her* and **I** *will gave the mother advice* to take care of her baby when she is back to your hoome. So , **I** *love the baby so much*. (A059dS1L3par)

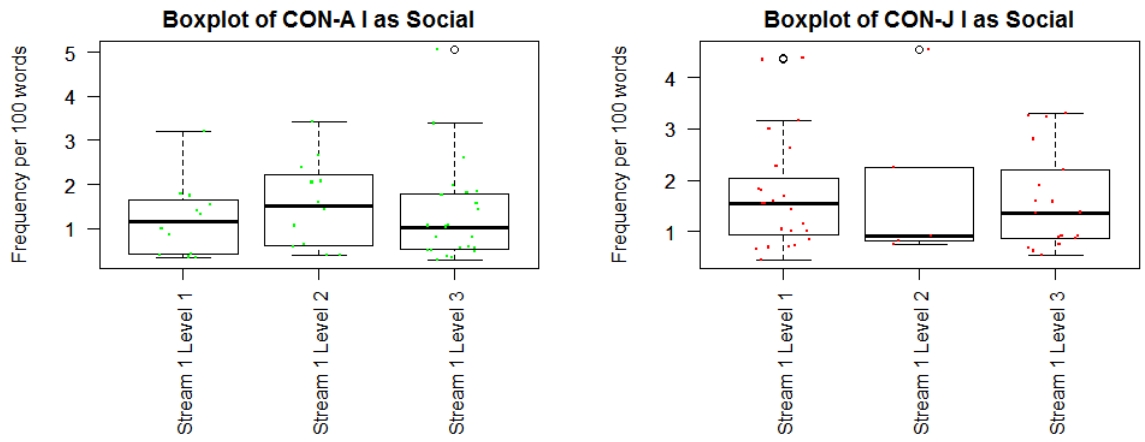


Figure 6.8 Boxplots of the role of *I* as *Social* at all levels in CON-A and CON-J

Figure 6.8 shows that the role of non-text related*: Social* (INTR Social) was adopted in a similar manner at all levels. The frequencies of this role are relatively similar in CON-A being 3.2 percent at level 1 and 3.4 percent at levels 2 and 3. Additionally, it can be noticed that the boxplots at all levels are skewed to the right (i.e. towards low frequencies). In other words, seventy-five percent of the data points ranges between 0.3-2 percent, and that the rest of the data points (i.e. twenty-five percent) are spread between 2 and 3.4 percent. Moving to the CON-J, figure 6.8 shows that the role is frequent at level 1 (f = 3.17 percent) and level 3 (f = 3.31 percent). This role was the one adopted least by level 2 students, as fifty percent of the data points are centred on 1 percent. The role was employed similarly at all levels in CON-A, and at levels 1 and 3 in CON-J. Compared to *I* as *Individual*, *I* as *Social* was used differently as it was used far less.

6.2.3.2. The non-text related: *My* as *Social* (My NTR Social)

Pronoun *my* has been used to refer to personal experiences shared with interlocutors in the 'real world'. In the examples below, the writers adopt the pronoun *my* as *Social* to express *participation* via talking about their experiences with people around them and the world they live in. Thus pronoun *my* is being used to emphasise the relationships between the writers and other people with whom they have strong ties. This can be seen in sentences like *I want to be like my mother*, *My father has geat personality* (Example 6.32), *My sister is Always support and help me*, *For that reason I looked up to my partner* (Example 6.33), *my husband is an important person in my life* (Example 6.34).

Example 6.32

my *father* encourage me to do my best in studing to be good wife and mother like **my** *mother*. when they told me that they are proud of me, I feel like I won the whole world because to have **my** *parents* proud of me was my poind in the future. The important person that I have looked up to are alot in my live, but the basic are my parent too. I want to be like **my** *mother* becaus she is just special person me, some time I look at her as the perfect mother, and that is right. **My** *father* also is important person in my live, I want to be succesful person in the future just like hem, he always say to me that I can do any hing that I want, he always tell me that Iam smard way, and Allah gave as mind or brin which we have to use it in good . when I tell my father that my marks in college are very low so I feel like stubet, he say "Do Not say that, Allah does not creat bad thing ever.**My** *father* has geat personality, he takes care of us and of other family, he is very generus man. I would like to be like hem in the future. Important poeple can not be just the old one but also the young one, because **my** friend is one of the most important people in my live. (A043bS1L2ess)

Example 6.33

when I fell in love. I dream that the person whom I will marry him Be honst, Educated, created and the important thing is He really loves me . I think now the Best thing is to look up to the marrige partner. As A result ,They will find their life better. because both of them Agree in most things in life. They understand each Other. For that reason I looked up to **my** *partner* Still now. **My** *sister* is Always support and help me She always gives me Some advice about things. (A047bS1L2ess)

Example 6.34

My *father* is one of the important peopl in my life and he helped me in the past and still help me. He is a great person who always gives me what I want. When I was a child, I loved to learn English and computer. He gave me a money to learn in the school and brought teachers to teach me in the house. Also, **my** *mother* helped me in my life and she did everything to give me a best life. She learned me how to cook, clean and everything about my future life. **My** *parents* are the best people in the world because they love me and love **my** *sisters* and **my** *brothers* and they do everything for us. We must thank Allah because we have parents where other people don't. Now I will be like **my** *parents* in my life because they make my life happy and easy for me. Also, **my** *husband* is an important person in my life. (A049bS1L2ess)

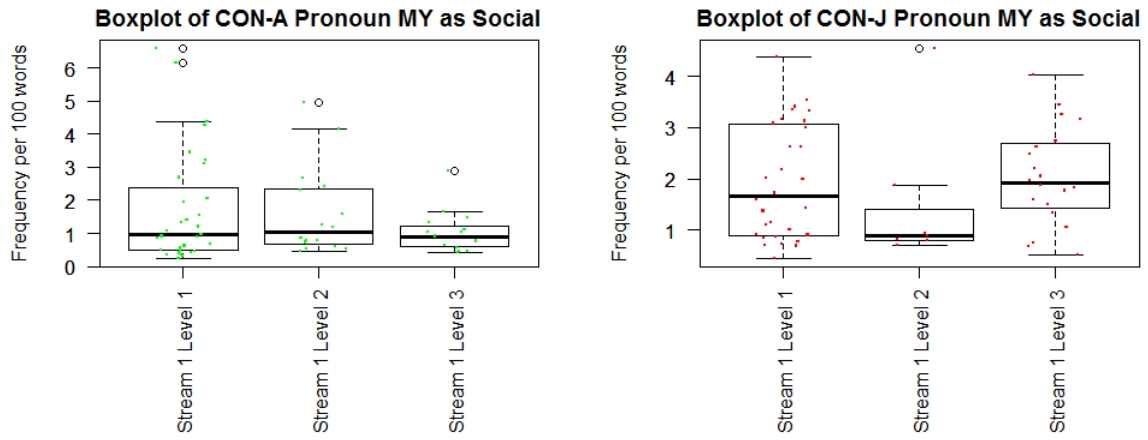


Figure 6.9 Boxplots of the role of *my* as *Social* at all levels in CON-A and CON-J

Figure 6.9 shows that *my* as non-text related*: Social* (My NTR Social) behaves slightly differently in both colleges. In CON-A, the maximum frequency at level 1 is 4.4 percent and at level 2 it is 4.2 percent. It can be noticed that fifty percent of the data points is equal to or below 1 percent. The frequency sharply decreases at level 3 (f = 1.7 percent). By contrast, in CON-J, the maximum frequency at level 1 is 4.4 percent and 4.5 percent at level 3. Fifty percent of the data points at both levels are equal to or below 2 percent. The boxplot of level 2, which is skewed to the right (i.e. towards low frequencies) shows that fifty percent of the data points is centred on the frequency of one percent which indicates that this role was rarely used by the students.

6.2.3.3. The non-text related: *Me* as *Social* (Me NTR Social)

Pronoun *me* has also been used to refer to personal experiences shared with people in the 'real world'. In the examples below, the writers utilise pronoun *me* as *Social* to express *participation*

through talking about experiences with people around them and the world they live in. However, unlike pronoun *my*, pronoun *me* seems to place the emphasis on the writer as the recipient of the action. This can be seen in sentences like *My father save his money for me* (Example 6.35), *He is a great person who always gives me what I want*, *they love me* (Example 6.36), *My mother alwayes advise me and give me thing that make me the best one in the worled* (Example 6.37). It seems that this role occurs mostly in narrative writing.

Example 6.35

If I want a good future, I should save my mony for it and work hard to bild it. *My father save his money for* **me** befor 17 years ago I used this money for studing, this is what is *my father do to* **me** , and The same thint I will do with My children. (A087aS1L1ess)

Example 6.36

My father is one of the important peopl in my life and he helped me in the past and still help me. He is a great person who always *gives* **me** what I want. When I was a child, I loved to learn English and computer. *He gave* **me** a money to learn in the school and brought *teachers to teach* **me** in the house. Also, *my mother helped* **me** in my life and she did everything to *give* **me** a best life. *She learned* **me** how to cook, clean and everything about my future life. My parents are the best people in the world because *they love* **me** and love my sisters and my brothers and they do everything for us. (A049bS1L2ess)

Example 6.37

In my life I have person very important and *I can't see* **me** *with out her*, she is my mother. My mother is very great person and she has meny good thing to *make* **me** *fellow her*. The mother thing very important for each one of us and we can't live with out her, and in my openion when every one take her mother example to fellow her the world will be very Fine. When I looked to my mother I see meny things that make her very great person. She teaches us and take care of us, and she can't cluse her eyes when one of her children is sike, and she do every thing to make her family feel happy. I choose my mother because *she alwayes supposte* **me** and *help* **me** when I have any problem, and she is who I am sure when *I come to her will help* **me** *and make* **me** in a write way. *My mother alwayes advise* **me** *and give* **me** thing that make me the best one in the worled. (A050bS1L2ess)

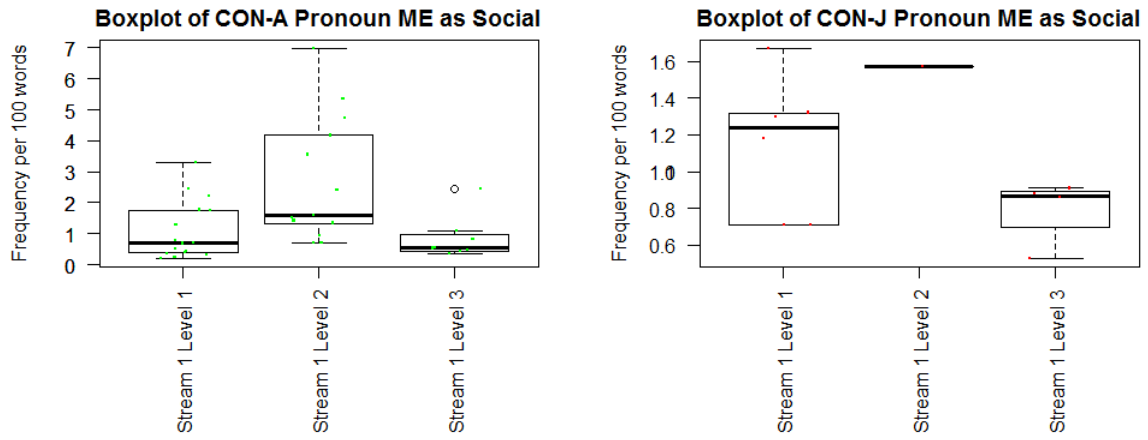


Figure 6.10 Boxplots of the role of *me* as *Social* at all levels in CON-A and CON-J

As shown by Figure 6.10, the frequency of *me* as non-text related*: Social* (Me NTR Social) is strikingly high at level 2 in CON-A (f = 7 percent). The frequency decreases at level 1 (f = 3.3 percent) and further decreases at level 3 (f = 1 percent). However, after careful investigation of this behaviour in the statistics sheet of level 2, it was found that this unusual frequency was caused by the extreme adoption of only a few students – notice how fifty percent of the data points in the boxplot stretches below 2 percent. The behaviour of this role significantly differs in CON-J, as it is hardly adopted at level 1 (f = 1.7 percent) and level 3 (f ≤ 1.6 percent). Generally, this role is used less frequently than *I* and *my* as *Social*.

6.2.4. The non-text related: *Social and recounter of events* (INTR Isar)

First person pronouns occupying the role of non-text related: *Social and recounter of events* basically narrate events the writer has experienced with other interlocutors in the past. The

pronouns are usually used to tell a story in which different attitudes and feelings are being shared by the writer. All the incidents recounted occur in the past and narration is usually signified by past tense verbs. Let us consider the examples below to see how this role is manifested in the students' writing.

Example 6.38

My big mistake in my life, was win was at age sex teen years old. my was very kind girl and ***I** nevere hert some one*, **I** *respect people* and thir feelings. one day **I** *was with my frinde* in my high school we were sitting on the greass, and eating our breakfast. After we finished ore break fast me and my frinds start playing with small stones, we were write some thing in the small stone and throw it. After that some girle was walking in and she sew as playining with small stones. Thin she went to the proncepules of our school and she Told her That we were throw stones on her. The broncepule get angore and came to me and my frind and she punsh us hardly whin The broncepule lifte, I get angre and **I** *bunsh That girle* hardly **I** told her some Think she will never forgiv me abute it. That girl she was sick she has a very hard hard deses. I Told her some one has this kind of disiases I Tinke must be nice with all people because you will never now whin you will die, you must feel bety in you seelf. **I** *was too hard with her*, I think what she did not very big what **I** *told her* no one ever think to said for some one sick, she get angry and she start craing. after three mounth That gire die. (A054aS1L1ess)

Example 6.39

My happiest day of my Life when I went with my family and my uncle to the U.A.E because I love thes country very much when ***I** went with my family and my uncle in the Dubi* I visited many shopping center and many park I love it the park because it has a trees and nice games and my brothers players in thes games and I visited burg-Alaarab it is very very beautiful it is very wide and very larg and very nice I enjoed when **I** *went withe my family*, and my uncle said, very beautiful and went to ate the lunch I ate the rice with chicken is very dilucies and I drank coca cola and I ate some cake and ice cream I like it. and my family with my uncle ate the lunch and my brothers go to palyis with my sister because my mothe a very fraid when you leave my brthers without sister and **I** *went with my sister* to the cinma because I want see a indian moving and **I** *saw with my sister a very good movei* I rembared the heros the actor is Hirthik Roshan and Salman Khan and the actress Kareena Kappor and Suha Ali Khan the romatic movie and I bought the movie from th cimna because I like it and I love the heros very much when **I** *backed withe my sister* to the family, I saw many forigan a different culuter and **I** *talked with them* because I knew some works English it is very nice people the end **I** *backed withe my family*, and my uncle to K.S.A to Al-ahsa that is my happies day of my life. (A059aS1L1ess)

Example 6.40

I traveled in Al-Ahsa from makah Al-mokaramah on nineteen hours. Makah Al-mokaramah is very beautifel. Al-Kaabah is very big. The weather in Makah Al-mokaramah was hot and humid. The place was crowded of the people. I wore in ehram and went in Al-Kabah. when I finieshed tawaf, I want for shops **I** *bought gaifts for my mother, my father, my siaster, my brather, and my frainds*. **I** bought drees for my mother, **I** *bought mobile for my father*, **I** *bought short drees for my siaster*, **I** *bought story for my brather* and **I** *bought pens and books for my frainds*. but I forget my bag in the car. (A060aS1L1ess)

Examples 6.38 – 6.40 above are part of stories which take the form of personal accounts. The writer in Example 6.38 is reflecting on her life by explaining something she had learnt from her past and would never do again. In doing so, she is presenting a sequence of events she encountered with other interlocutors of the story (i.e. her friends), using pronoun *I* to present a *Social* role. In Examples 6.39 and 6.40 the writers are narrating events in what they considered the "the happiest day of their life", describing to the reader a series of activities they took part in with their family when they went to the cities of Dubai in the U.A.E and Mecca in Saudi Arabia. Similar to the role of *Individual and recounter of events*, this role also seems to co-occur with material verbs as the concordance lines in Figure 6.11 below suggest. It also could be proposed that the chances of inhabiting this role increase with prompts eliciting narrative writing, like the case of *I* occupying the role of *Individual and recounter of events* (further exploration of this proposition is presented in Section 6.3.4).

age sex teen years old. my was very kind girl and	I	nevere hert some one, I respect people and thir f
my was very kind girl and I nevere hert some one,	I	respect people and thir feelings. one day I was w
one, I respect people and thir feelings. one day	I	was with my frinde in my high school we were sitt
nd she punsh us hardly whin The broncepule lifte,	I	bunsh That girle hardly I told her some Think she
n The broncepule lifte, I bunsh That girle hardly	I	told her some Think she will never forgiv me abut
girl she was sick she has a very hard hard deses.	I	Told her some one has this kind of disiases Tinke
in you will die, you must feel bety in you seelf.	I	was too hard with her, I told her no one ever thi
feel bety in you seelf. I was too hard with her,	I	told her no one ever think to said for some one s
e start craing. after three mounth That gire die.	I	kile her. I never forgive my silfe. she die and s
ng. after three mounth That gire die. I kile her.	I	never forgive my silfe. she die and she never for
. she die and she never forgive me abut That what	I	said for her. That make me think abute the word t
d for her. That make me think abute the word that	I	said and I never hert some one or said some thing
That make me think abute the word that I said and	I	never hert some one or said some thing he did not
is nice for some one remaber my good things that	I	did for hem I dont want some one remaber me like
ome one remaber my good things that I did for hem	I	dont want some one remaber me like an evele one o
ithout mersy. you never no whin you die. That why	I	said forgove me, to evry one I talke abut him, or
you die. That why I said forgove me, to evry one	I	talke abut him, or I hert him. I will be sory abu
said forgove me, to evry one I talke abut him, or	I	hert him. I will be sory abute That girl. At The
me, to evry one I talke abut him, or I hert him.	I	will be sory abute That girl. At The end on my li
e end on my life because she is The only one That	I	can't said sory for her and she will never her me
nd she will never her me or forgive me abute what	I	did for her. On my house, I was shy with my fath
orgive me abute what I did for her. On my house,	I	was shy with my father especially when I took to
y house, I was shy with my father especially when	I	took to him. I wanted money for him, but I could
shy with my father especially when I took to him.	I	wanted money for him, but I could not ask my fath
y when I took to him. I wanted money for him, but	I	could not ask my father to give me. While my fami
er to give me. While my family were eating lunch,	I	stool money from wollet's father. One day, my fat
llet's father. One day, my father watched me, but	I	did not see him. After that, he came to me and an
and and asked me "why stoll money from my room?"	I	could not answer him. Also, I said ot him My h
oney from my room?" I could not answer him. Also,	I	said ot him My happiest day of my Life when I
I said ot him My happiest day of my Life when	I	went with my family and my uncle to the U.A.E bec

Figure 6.11 A concordance of material verbs associated with *I* as *Social and recounter of events*

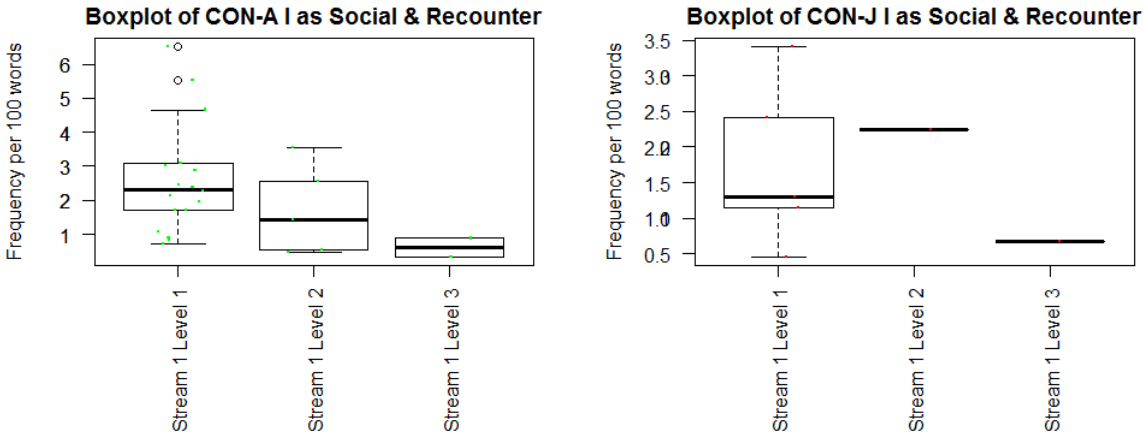


Figure 6.12 Boxplots of the role of *I* as *Social and recounter of events* at all levels in CON-A and CON-J

Figure 6.12 shows that the role of non-text related*: Social and recounter of events* (INTR Isar) significantly differs in both colleges. The boxplots on the left demonstrates that it steadily decreases across levels in CON-A. As can be seen, it is highly frequent at level 1 (f = 4 percent), drops to 3.5 percent at level 2, then sharply drops at level 3 to 0.8 percent. Noticeably, fifty percent of the data points at all levels are lower than 2 percent. This role, on the other hand, is far less frequent in CON-J. At level 1, the maximum frequency is 3.4 percent. As indicated by the median, fifty percent of the data points are low than 1.5 percent. At level 2, however, there is only one data point, the frequency of which is 2.2 percent. The frequency drops sharply at level 3 where this role was employed by one student only (0.8 percent). The fact that this role was scarcely used at levels 2 and 3 is worth looking at. In Section 6.3.4, I shall further investigate what possible factors cause this phenomenon.

6.2.5. The *text-related* role (ITR)

The *text-related* roles encountered in the data were projected mainly by first singular pronoun *I*. This role, as identified in Chapter 4, performs metadiscursive functions in the text. In analysing this role, I have adopted Crismore (1984), Crismore & Farnsworth (1990), and Crismore *et al*.'s (1993) approach which looked at large chunks of discourse, such as a sentence or clause to determine the metadiscursive functions of pronouns (see Chapter 4, Section 4.6.1.1 for further details). Let us consider the examples from the data to see how pronoun *I* presents this role.

Example 6.41

"Never give up" to keep trying and never stop working for your goals it is easy to say that but it is harder than you think. In my opinion, I agree with that and **I**'ll *explain that in three reason*. (A073aS1L1ess)

Example 6.42

I *choose this sabj*act because I aslwys spent my money. (A066aS1L1ess)

Example 6.43

In my article **I** *will talk about successed people*. I disagree with the quotation "when people succeed, it is because of hard work. luck has nothing to do with success, Because The luck play a many role of our life and of our work. (A065bS1L2par)

Example 6.44

I *will compar between my mother's school and my school* that's because my mother's school is completly different than my school. The differences are clear. (A067S1L2par)

Example 6.45

"Life is challengens" This is good say that describe what **I** *want to talk about it*. She concluded by saying "Fieally , life is challenges Sp I challenge my self and innvate my life, to be a creative person And as say tell us "Don't imiate, innevate". That what **I** *wanted to describe*".(A047cS1L3ess)

Example 6.46

For example , That is apout me. I need changes to make my self after That change sime think happen in my envorment. I mean environment **** where The world. I mean family, my frind. **I** *will start with my self* I went give my self more conrd drems to reach The Dr forexample so I will work hard for That by study hard read more from enternet. (A069bS1L3ess)

Example 6.47

Second, my future goals are a lot **I** *just talk about some of them*. Graduation this word comes to my mind every night and a lot of questions comes with it when will I graduate? and some, I want to seem my selfe wearing black Abaia at the graduation, when this day will come. (A087bS1L3ess)

The examples above are the only occurrences found in the two corpora explored. They clearly show the students as *Architects* of the texts (Tang & John, 1999), or an *Academic* performing discourse-organising acts (John, 2005). Pronoun *I* in the following extracts, which all occurred in the first paragraphs of the essays, *I'll explain that in three reason* (Example 6.41), *I choose this sabjact* (Example 6.42), *I will talk about successed people* (Example 6.43), *I will compar between my mother's school and my school* (Example 6.44), *I want to talk about it*, *I wanted to describe* (Example 6.45), *I will start with my self* (Example 6.46), and *I just talk about some of them* (Example 6.47) signals the writer as the one who is organising, outlining, and structuring material in the essay. In referring to the content and structure of their prose, the students mostly paired *I* with material verbs like *choose*, *explain*, and *compare*.

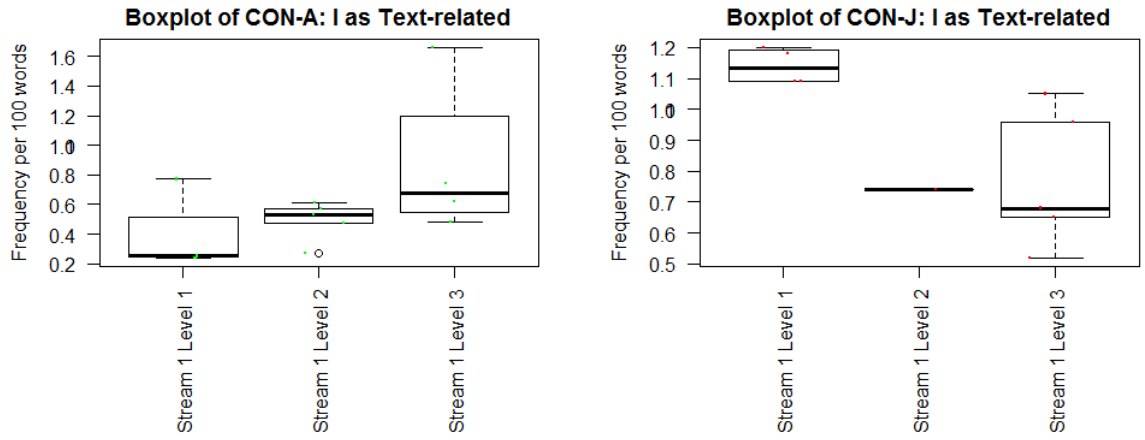


Figure 6.13 Boxplots of the *I* as *text-related* role at all levels in CON-A and CON-J

The *text related* (ITR) role is comparatively the one adopted least in both colleges. As shown in Figure 6.13, the role in CON-A is noticeably higher at level 3 (f = 0.2-1.7 percent), then level 1 (f = 0.2-0.8 percent) and level 2 (f = 0.6 percent). As for CON-J, its maximum frequency is 1.2 percent in Level 1. It decreases at level 2 to 0.7 percent, then it increases to 1 percent at level 3. Generally, this role is rarely used, as fifty percent of the data points lies under 0.7 percent. Further discussion of the possible reasons behind this phenomenon will follow in Section 6.2.6 below. However, it is striking that the level 1 students in CON-J utilised it more than those at level 3 in both colleges.

6.2.6. Observations on roles fronted by first person pronouns

The extracts above have shown how the student writers in CON-A and CON-J give a vivid impression of themselves in their writing by means of first person singular pronouns. As Fløttum (2005: 30) indicates, "first person pronouns are examples of explicit manifestation of the self". Drawing on Clark and Ivanič's (1997) aspects of writer identity presented in Chapter 2, it can be discerned that the students have exhibited all three of the aspects of self: *autobiographical self, discoursal self* , and *self as author*. I will commence by explaining the *discoursal self* as it is the one into which the other two selves are interwoven.

The *discoursal self,* as has been explained, is the impression created by writers of themselves by their discourse practices (Clark & Ivanič, 1997). What characterises this self is that it is not unitary i.e. it can take different forms. Careful examination of the students' prose shows that two discoursal selves, or *personas* (Cherry's, 1988 term) are exhibited: writer as a *person* and writer as an *academic*. While writer as a *person* is widely taken up by both colleges' students, there are very

few instances of writer as an *academic* (more explanation will follow below). The students' self as a *person* is manifested, as illustrated in the sections above, by two main roles both related to the 'real world': the role of *Individual* and the role of *Social*. There are also two sub-roles, which are restricted to a certain rhetorical act and accompanied both the *Individual* and *Social* roles, namely the role of *Recounter of events*.

The discussion above states that when students used the *Individual* role, they were essentially giving a 'portrait' of themselves. In other words, they were conveying their autobiographical selves. We have seen in several instances how the students portrayed themselves as "opinionated persona in the real world" (Ädel, 2006: 39) by expressing their epistemic and attitudinal stances (Biber *et al.*, 1999) overtly. In terms of utilisation, the *Individual* role behaved similarly in both colleges. However, the students at levels 1 and 3 in CON-J displayed a greater tendency to occupy this role than those of CON-A. The students in both colleges demonstrated a preference for *my* as *Individual* role as well. It is worth noting that the *Individual* role was the one most frequently occupied by the writers as *persons* in both CON-A and CON-J. This might denote the influence the *autobiographical self* exerts on the students' *discoursal self*, which apparently was shaped to a great extent by their personal experiences and life-history. Elaboration will follow in Section 6.4.

Writer as *a person* was also conveyed via the *Social* role. This role pertains to the writers' personal experiences and life-history in relation to other people. When students occupied this role, they were basically portraying themselves as actors experiencing real-world phenomena with people in real life. In particular it was used to place emphasis on relationships between the writers and other people with whom they had close bonds. The pronoun *I* as *Social* came in second position after

Individual I. *My* as *Social*, however, was a common role which was relatively frequent compared to pronoun *my* as *Individual*. Within the colleges, this role behaved slightly differently as it was used increasingly by levels 1 and 2 students, while in CON-J, it was extensively employed by levels 1 and level 3 students. *Me* as *Social*, on the other hand, was adopted more often than *me* as *Individual*, especially in CON-A, which also displayed more occurrences of *me* as *Social* than CON-J due to the excessive adoption of this role by a few students at level 2 (in CON-A).

Unlike the two previous roles, which are amongst the main roles identified, the roles of *Individual and recounter of events* (INTR Irai) and *Social and recounter of events* (INTR Isar) are classified as sub-roles. They were fronted by pronoun *I* primarily to narrate events the writer experienced personally or while interacting with people in the past, co-occurring with past tense verbs. It was noted that this role steadily decreased across the levels. It was assumed that the utilisation of this role is linked to certain prompts eliciting genres like narrative writing. In order to fulfil the demands of these prompts, student writers would inevitably adopt the role of *Recounter of events* (Section 6.3 will test this proposition).

All the previously mentioned roles inhabited by the student writers as *a person* were manifested through first person singular pronouns: *I*, *me*, and *my*, which are the most obvious feature denoting the authorial presence of a writer (Clark & Ivanič, 1997: 153). The students established their authorial presence by voicing their epistemic and attitudinal stances as *a person*, presenting their personal experiences in the real world and expressing themselves as *participants* with collocutors in real life situations. The frequencies of the pronouns used provide a strong indication of the strength of the authorial presence expressed.

So far, I have discussed one aspect of *discoursal self*, that is the writer as *a person* providing a detailed account of the roles they occupy, and commenting on the frequencies of the adoption these roles. The other component of this self is writer as *an academic*. The students manifested this self by the use of pronoun *I* inhabiting a *non-text related* role. In terms of usage, this role was evidently the least frequent in comparison to other roles at all levels in both colleges and it has been noticed that this role did not follow the same pattern in both colleges. It was frequently used by level 3 students compared to levels 1 and 2 in CON-A. In CON-J, however, this role was more frequent at levels 1 and 3 than level 2. The scarcity of this adoption in general raises questions about the factors causing this phenomenon. In the next section, I endeavour to provide some explanation of some of the facets highlighted above, making links to features such as possibilities of self-hood and the contextual situation.

6.3. Factors contributing to the roles inhabited by the writer as *a person*

This section sheds light on some of the facets which have emerged from the discussion above. Prior to investigating them, we have to initially consider that "[w]riters construct a discoursal self out of possibilities of selfhood that are variable within the social context and genres they are working within" (Tardy, 2012: 38). In Chapter 3, I presented the concept of possibilities of self-hood. I also talked about the fact that identities (i.e. subject positions or positioning) are determined by conventions, i.e. practices that are socially, culturally, and most importantly contextually ratified. The discussion above has shown that the students seem to be at the mercy of contextual practices, namely prompts and writing genres. Before I explain how the roles occupied and the discoursal self (selves) taken up by the students have been influenced by such practices I would

like give an overview of the prompts which have been used to elicit their writing, and the genres which these prompts have invoked (Section 6.3.1). I then provide a more detailed discussion on the role of *Individual* (Section 6.3.2), the role of *Social* (Section 6.3.3.), and the role of *Recounter of events* (Section 6.3.4.), investigating each of them in light of these genres and prompts and examining the effect they have on these roles. In the concluding remarks (Section 6.4), I discuss more factors which could have contributed to the roles inhabited by the writer as *a person*.

6.3.1. Overview

It has been seen in the Chapter 4 (Section 4.2) that the texts analysed in this study were taken from final and mid-term exams. In these exams, the students were given a total of thirty-four prompts: seventeen in CON-A and seventeen in CON-J. The students were granted the freedom to choose and write about any of these prompts. Both colleges' students produced scripts of different genres. It is worth mentioning that some of the prompts were structured in such a way that could call forth two genres, the large proportion of which is determined by the students' choice of what to write about.

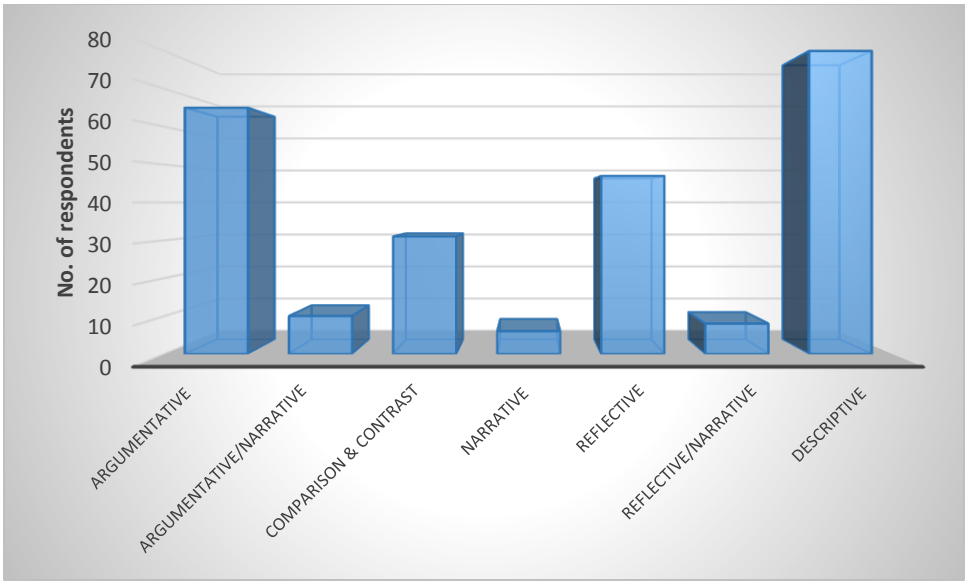


Figure 6.14 An overview of the writing genres elicited by the prompts in CON-A and CON-J

Figure 6.14 above demonstrates the types of genres elicited by the writing prompts in CON-A and CON-J. It can be seen that there are four main types: argumentative, narrative, reflective, and descriptive. Although comparison and contrast is, as argued by Derewianka (1990), a form of argumentative writing (see Chapter 2, Section 2.6.2), I choose to present it as a separate category in the graph above. The reason for doing so is that comparison and contrast have been approached differently by students in the data, who use a genre other than argumentative, which is descriptive writing (see Appendices F and G for full details of the prompts).

It can be observed in the figure above that the descriptive genre is the most dominant with a total number of eighty texts. Figure 6.16 below indicates that this genre was solely adopted by CON-J students, mainly level 3 (n = 39) and level 1 (n = 30). It was also found at level 2 (n = 11), but it was not utilised as frequently as levels 3 and 1. An important point to mention here is that out of

the seventeen prompts in CON-J, eleven were descriptive which is a fairly high number. The following are some examples of such prompts from different levels in CON-J:

- Your plans for the coming summer vacation.
- Introduce a person to your teacher in a paragraph. Write 3 abilities and 3 characteristics about that person.
- Ways to deal with examination stress.
- The most interesting place you have ever visited.
- What do you like doing when are on a holiday?
- Time is limited but we have a lot of things to do. How can we manage our time well?

Argumentative writing is the second most prevalent genre as it was used in sixty-five texts; most of these were written by CON-A students as Figure 6.15 below clearly depicts. It can also be seen that the highest number of students who produced writing using this genre is at levels 1 (n = 24) and 3 (n = 17). Level 2 students used less argumentative writing (n = 11) compared to levels 1 and 3. On the other hand, CON-J students use this genre least, with eleven texts at level 3 and two texts at level 2. This could possibly be attributed to the fact that there were eight prompts in CON-A while there were only 2 in CON-J to elicit this genre. Some examples of these prompts include:

- The expression "Never never give up" means to keep trying and never stop working for your goals. Do you agree or disagree with this statement? Use specific reasons and examples to support your answer.

- Which would you choose: a high-paying job with long hours that would give you little time with family and friends or a lower-paying job with shorter hours that would give you more time with family and friends? Explain your choice, using specific reasons and details.
- What do you think the most serious problem in the world is? Why?
- Some people believe that success in life comes from careful planning. In your opinion, what does success come from? Use specific reasons and examples to support your answer.

Reflective writing comes in third position in terms of frequency of adoption (see Figure 6.14) with forty-seven texts written mostly by level 3 (n = 32) and level 1 (n = 11) students in CON-A (see Figure 6.15). By contrast, CON-J students only produced 4 texts utilising this genre, all of them at level 2. There were 5 prompts evoking such writing (3 in CON-A and 2 in CON-J) which include the following:

- What is the thing that you have learned from your past? What would you do differently if you could?
- College students are adults, not elementary school children. College students are mature enough to take charge of their own learning. Discuss your ability to meet your academic obligations in the university.
- Having goals makes you more successful because they keep your mind on what is really important to you. Discuss your current and future goals.
- If you have to choose a medical specialty, which one would you choose? Write a paragraph (around 100 words) justifying your choice.

The fourth most approached genre is comparison and contrast. Figure 6.16 shows that nearly all of the occurrences were written by level 3 students (n = 27) in CON-J. The rest of the texts (n = 4) were produced by level 2 students in CON-A. There were two prompts eliciting this genre. They include:

- Write a paragraph comparing and contrasting two school systems. (CON-A)
- It is difficult to imagine our life without a mobile phone. What in your view are the advantages and disadvantages of this device? (CON-J)

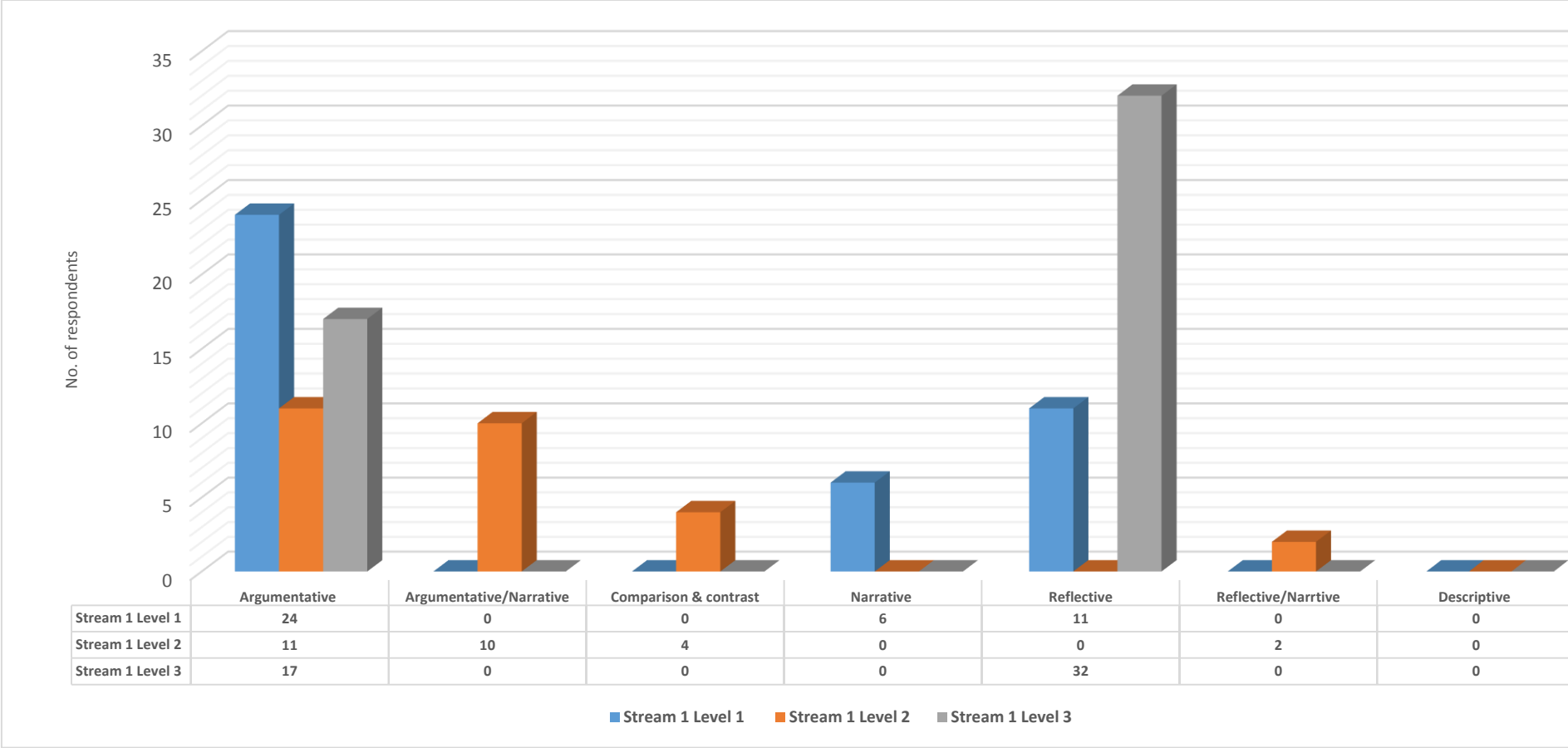
Narrative writing was the least utilised genre with six texts all found in CON-A. As illustrated by Figure 6.15, all the texts were produced by level 1 students, responding to this prompt "Write about the happiest day of your life". However, this genre was also used in texts responding to prompts eliciting two genres, for example, argumentative and narrative, as the following prompt demonstrates "Choose an important person that you have looked up to and who has helped you in your life". Ten students responded to this prompt, all at level 2. In doing so, they introduced a person and explained to the reader why this person was important to them, narrating, at the same time, some incidents that they experienced with them and giving examples.

Narrative writing was also part of another prompt used which elicited both reflective and narrative writing, as in the following prompt "Discuss a time in your life when you displayed courage during a difficult time". Two students from level 3 in CON-A wrote about this topic (see Figure 6.15). In addition, six students from level 1 in CON-J (see Figure 6.16) wrote about "an embarrassing moment [they] have passed through". All the students in both colleges approached such prompts

by recounting particular events and expressing their attitude and feelings towards them to the reader. In the following sections, I examine the roles occupied by first person singular pronouns in relation to the genres and prompts presented above. I will commence with the *Individual* role.

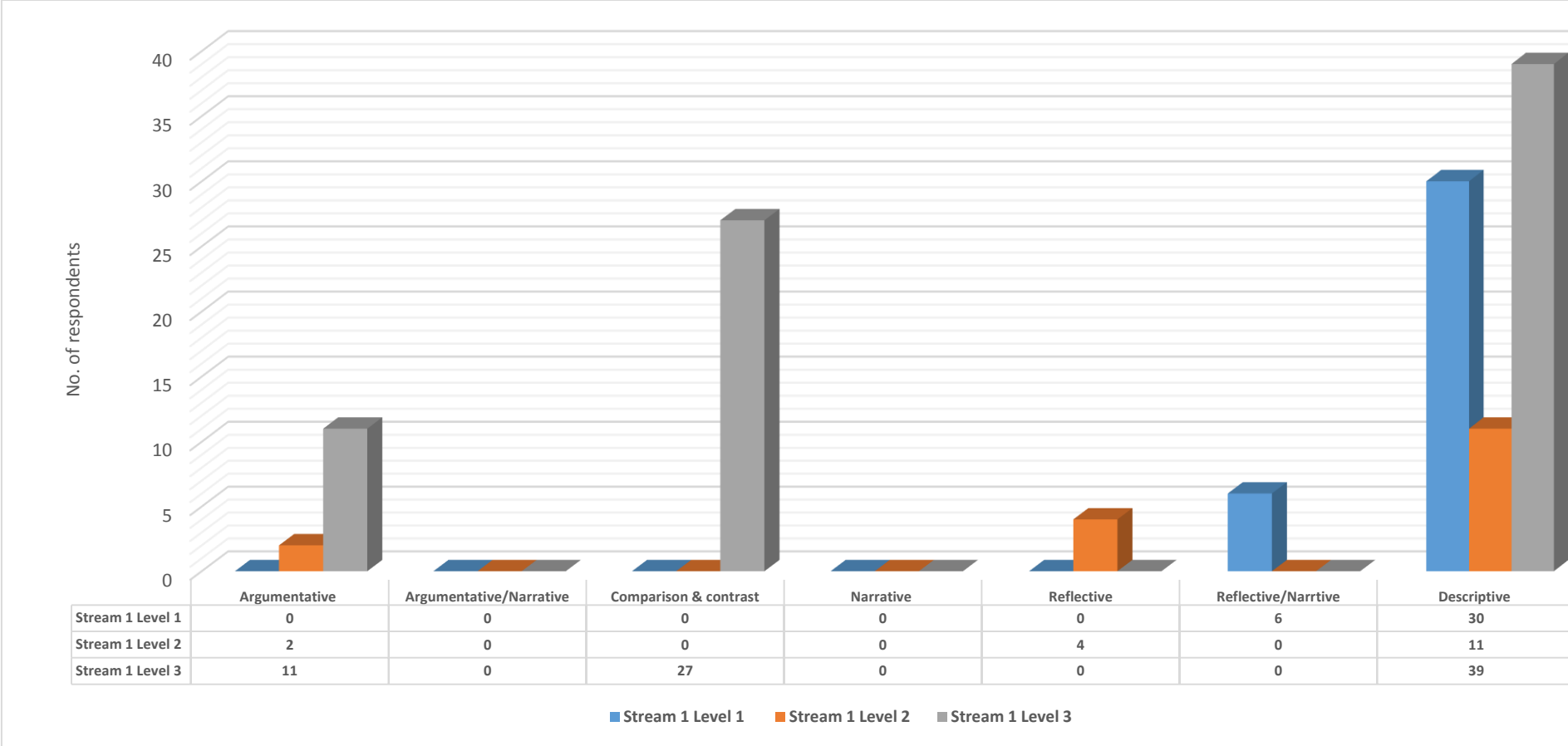
6.3.2. The role of *Individual*

We have seen above how the role of *Individual* was employed by the writers in CON-A and CON-J (Section 6.2.1.1) and the examples discussed demonstrated that it was predominantly used to state viewpoints (Examples 6.1, 6.2, 6.3, 6.4), express attitudes, ideas, and feelings (Examples 6.5 and 6.6), and describe personal matters such as plans for the summer vacation (Examples 6.7 and 6.8). The extracts have also demonstrated how pronoun *I* was used by the writers autobiographically to provide a portrait of themselves as beings-in-the-world (Examples 6.9-6.13). The way pronoun *I* was adopted by all students at all levels evinces a high level of ego-involvement of the writers in the texts (Biber, 1988; Chafe, 1982, 1985). This was also shown by pronoun *my* when occupying the role of *Individual*. It has been explained how *my* was consistently utilised by the writers to stress their possession of objects being discussed (Examples 6.14, 6.15, 6.16, 6.17), and how pronoun *me* was used to place the emphasis on themselves as the recipients of the action (Examples 6.18, 6.19, 6.20, 6.21, 6.22) which also signifies high ego-involvement in writing (Biber, 1988; Weber, 1985).



	Argumentative	Argumentative/Narrative	Comparison & contrast	Narrative	Reflective	Reflective/Narrtive	Descriptive
Stream 1 Level 1	24	0	0	6	11	0	0
Stream 1 Level 2	11	10	4	0	0	2	0
Stream 1 Level 3	17	0	0	0	32	0	0

Figure 6.15 Genre distribution in the texts written by CON-A levels 1, 2 and 3



	Argumentative	Argumentative/Narrative	Comparison & contrast	Narrative	Reflective	Reflective/Narrtive	Descriptive
Stream 1 Level 1	0	0	0	0	0	6	30
Stream 1 Level 2	2	0	0	0	4	0	11
Stream 1 Level 3	11	0	27	0	0	0	39

Figure 6.16 Genre distribution in the texts written by CON-J levels 1, 2 and 3

The boxplots in Figure 6.17 below show that most occurrences of the *Individual* role in CON-A came in reflective (f = 6 percent) and argumentative writing (f = 5 percent). These two kinds of writing as discussed above in Section 6.3.1 are the most prevalent genres in CON-A, especially at level 1 (n = 24), level 3 (n = 17), and finally level 2 (n = 11) (see Figure 6.15). Looking again at Figure 6.17, it can be seen that the medians in the boxplots of the argumentative and reflective are almost identical (1 percent). The same figure shows that that there are occurrences of the role of *Individual* in argumentative/narrative genre, although not very high (f = 2 percent) – this is not surprising as the prompt eliciting these genres together mainly called forth *Social* role as we will see in Section 6.3.3. The boxplots in Figure 6.18 below show that in CON-J most of the instances (f = 8 percent) of the *Individual* role occurred in descriptive writing.

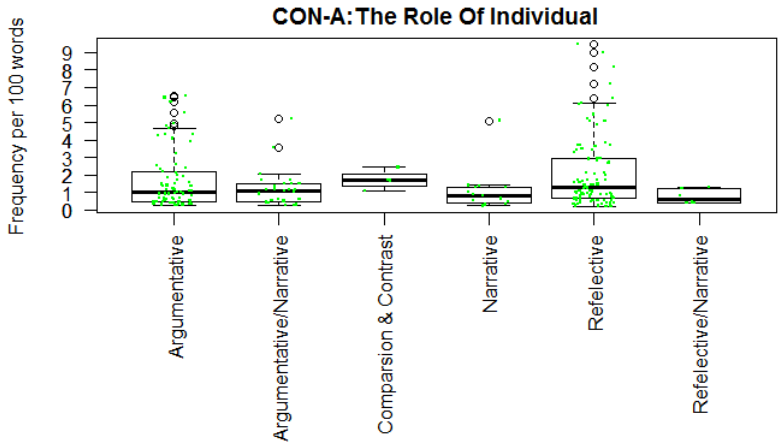


Figure 6.17 Employment of the *Individual* role in different writing genres in CON-A

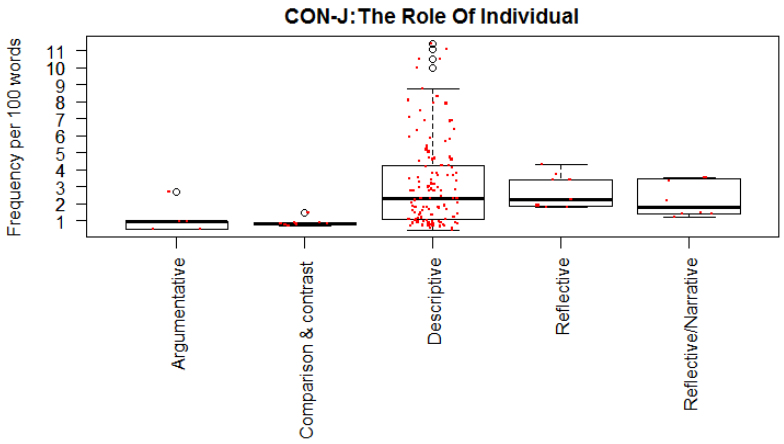


Figure 6.18 Employment of the *Individual* role in different writing genres in CON-J

A question has been posed about the excessive employment of this role (see Section 6.2.1.1). The first factor assumed relates to students' proficiency level. It has been suggested that students with a low proficiency (i.e. level 1 students) have a greater tendency to use the *Individual* role. However, this proposition has been proved inaccurate, as allegedly more advanced writers (i.e. level 3 students) have also overwhelmingly adopted this role. It might be true to argue that expressing attitudes, feelings, and viewpoints might seem more appealing to novice writers, and that relying on writing strategies and employing rhetorical acts or resources that are more familiar is attractive. However, this was not the case with level 2 students in CON-A, who used *Individual* the least, thus seemingly avoiding this role, and preferring to make more use of the *Social* role, although most of the prompts at that level are likely to elicit fully or partially argumentative writing (see Figure 6.15)

This leads us to consider the role of prompts used to elicit writing. From careful scrutiny of the prompts presented in Section 6.3.1 above, it can be discerned that they mostly encourage personal writing. Prompts such as "What is the thing that you have learned from your past? What would you do differently if you could?" (11 respondents), "Discuss your current and future goals" (17 respondents), and "What would you choose for a medical specialty?" (15 respondents), aimed by their very nature to encourage the writers to generate personal writing because of the use of pronoun *you* in these prompts which made the probability of occupying the *Individual* role even higher.

It has been stated earlier in Chapter 2 that reflection varies in degree from superficial to deep (Moon, 2004). The depth of reflection is determined by the stance the writer is taking and the amount of reflective writing qualities they are exhibiting. That said, it could be assumed that the deeper the reflection, the more *individual* it becomes. Being personal and subjective are main characteristics of this genre. Moon (2004) and Ryan (2011) state that reflective writing is generally signalled by use of the first person pronoun *I*. The writers of the data in this study have evidently displayed a tendency to use the first person pronoun *I* to inhabit the role of *Individual* when producing their writing.

Descriptive writing, which was mainly generated by CON-J students, may not necessarily elicit a great deal of individuality, yet a prompt such as "Describe your plans for the coming summer vacation" (25 respondents from level 1 and 20 from level 3), in which the pronoun "your" was employed, would certainly encourage personal writing. This was clearly noticed when observing how frequently levels 1 and 3 students used this role (see Section 6.2.1.1). Additionally, using questions such as "Do you agree or disagree with this statement?" and "What do you think?", and a phrase such as "In your opinion…", would naturally invoke argumentative writing that exhibits more personal writing, hence increasing the

possibilities that the writers will express individuality i.e. inhabiting the *Individual* role). This could explain the tendency by levels 1 and 3 students in both colleges to use this role especially when utilising pronouns *I* and *my*.

Based on what has been said, it can be assumed that the context, represented by the prompt, has in one way or another influenced the students' rhetorical choices as they inevitably had to adhere, whether consciously or unconsciously, to conventions of genre which intuitively require occupying the *Individual* role. We have seen how the utilisation of this role was excessive in argumentative and reflective writing (there were 17 prompts in CON-A, 8 of which invoked argumentative writing and 3 elicit reflective writing), and also in the case of descriptive writing (there were 17 prompts in CON-J, 11 of which entail description). The effect of prompts will be discussed further in Section 6.4.

6.3.3. The role of *Social*

As stated above in Section 6.2.6 the *Social* role comes second after the *Individual* role in terms of utilisation. This role was used by the writers to relate various personal experiences of people around them and the world they live in (see Section 6.2.3). The writers were portraying themselves as actors experiencing real-world phenomena with people in real life (Example 6.28, 6.29, 6.30, 6.31). Pronouns *my* and *me*, as well, were used to express *participation* by talking about experiences with people around them and the world they live in, thus emphasising relationships between the writers and other people with whom they are socially related (Examples 6.32, 6.33, 6,34, 6.35, 6.36, 6.37).

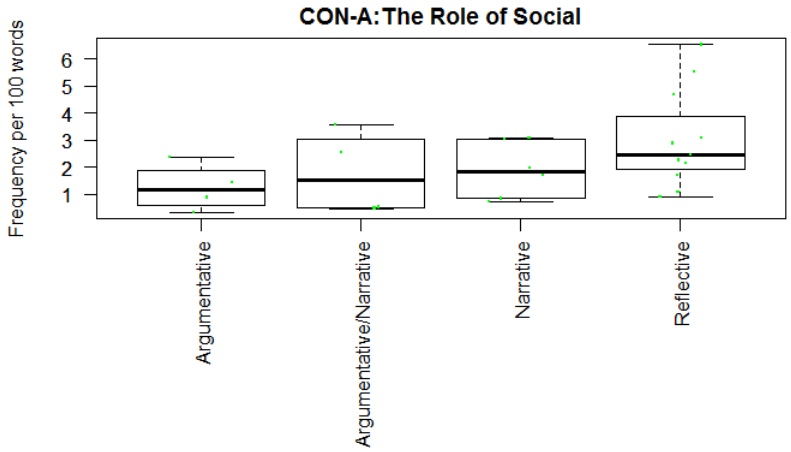


Figure 6.19 Employment of the *Social* role in different writing genres in CON-A

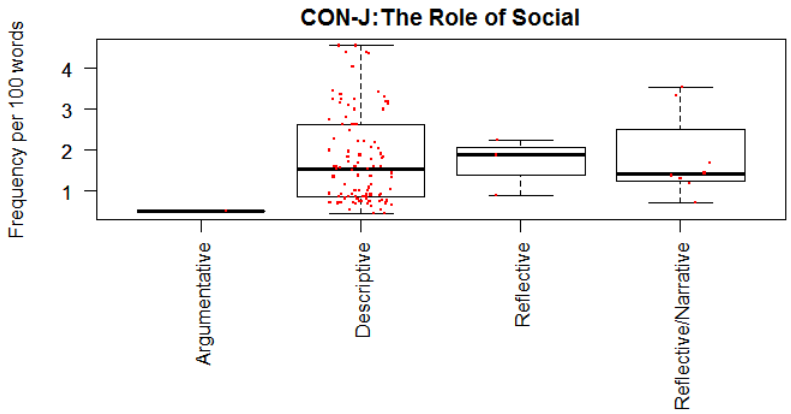


Figure 6.20 Employment of the *Social* role in different writing genres in CON-J

The boxplots in Figure 6.19 show that most occurrences of the *Social* role in CON-A occurred in reflective writing (f = 6 percent). Argumentative/narrative writing comes in second position (f = 3.5

percent) then narrative writing (f = 3 percent) and argumentative writing being the least (f = 2.5 percent). This reflects Ädel's (2006: 42) proposition that "one might not expect to find a great deal of [participation] in argumentative essays". The boxplots in Figure 6.20 depict that in CON-J, descriptive writing has the most instances (f = 4.5 percent) of the role of *Social*. Reflective/narrative comes in second position in terms of frequency (f = 3.5 percent), then reflective writing (f = 2.5). The three dominant genres in this group are reflective, narrative, and descriptive.

It was not surprising to see that the role of *Social* was occupied by the students when generating reflective and narrative writing. We have seen in Chapter 2 that reflective writing requires that a writer stands back from an event, becomes critical of the actions of self and others, considers alternative perspectives, takes into account other people's attitudes and comments, and demonstrates that learning has been acquired from an experience. A prompt such as "What is the thing that you have learned from your past? What would you do differently if you could?" would definitely invoke personal writing as we have seen above when discussing the role of *Individual*. However, exhibiting participation by inhabiting the role of *Social* seems to be part of this genre, which the students apparently have responded to by expressing themselves as participants in the real world, and relating various personal experiences to people around them. Seemingly, the degree of reflection seen in the role of *Social* is not as deep as that expressed by the role of *Individual*. It could be assumed, as a result, that the role of *Social* is associated more with superficial reflection.

Narrative writing involves describing personal experiences and sharing attitudes via recounting events in which the writer and other participants were engaged. Responding to a prompt like "Write about the happiest day of your life" – which was used in CON-A only and provoked the responses from six students

at level 1 (see Figure 6.15) – required the writers to describe experiences using the role of *Social*. Prompts which encompass narrative alongside other genres like argumentative such as "Choose an important person that you have looked up to and who has helped you in your life", and reflective such as "Discuss a time in your life when you displayed courage during a difficult time" encouraged the adoption of this role as well. This might explain why *I* as *Social* was more frequently and consistently occupied by level 3 and level 1 students in CON-A, and the reason why *my* as *Social* was increasingly used by levels 1 and 2 students. Expressing of possession in relation to others using the pronoun *my* seems to appeal to these groups, and was specifically increased by these prompts which compelled the writers to adopt the conventions of these genres.

This might also be the case with descriptive writing, in which *my* as *Social* was extensively employed by levels 1 and 3 students in CON-J. As explained in Chapter 2, descriptive writing involves a superficial reflection manifested by describing an object, person, place, situation, experience, or an emotion related to a particular event. For the student writers in the data, it seems that responding to prompts asking them to describe "plans for a coming summer vacation", "an interesting place [they] have ever visited", and "introducing a person to [their] teacher" has made using the role of *Social* inevitable. More importantly, eleven out of seventeen prompts have elicited this genre. This excessive number of prompts appears to influence the choices made and the rhetorical acts performed by the respondents.

6.3.4. The role of *Recounter of events*

The role of *Recounter of events* has two sub-roles: one is associated with the *Individual* and the other is associated with the *Social*. As previously discussed in this Chapter, first person pronouns occupying the role of non-text related *Individual and recounter of events* narrate events the writer experienced personally in the past. Several examples above (Examples 6.23, 6.24, 6.25, 6.26, 6.27, 6.38, 6.39, 6.40) have displayed how these sub-roles have been manifested in the students' writing. The pronouns inhabiting the role of *Individual and recounter of events* were used to tell a story in which different attitudes and feelings were being shared by the writer. They were also, when occupying the role of *Social and recounter of events*, used to portray the writer as actor in the 'real world' who actively interacts with people. The instances discussed have also demonstrated how first person singular pronouns were utilised to describe events that the writer underwent with individuals in the past, and narrate events they experienced with other interlocutors. All the incidents recounted, whether via the role of *Individual* or the *Social*, occurred in the past and narration is usually signified by past tense verbs.

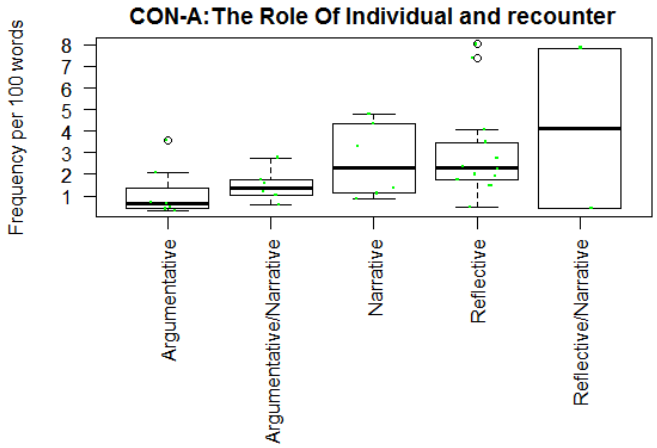


Figure 6.21 Employment of the *Individual and recounter of events* role in different writing genres in CON-A

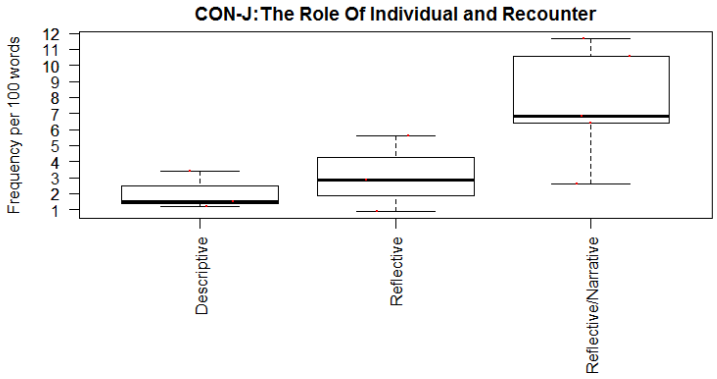


Figure 6.22 Employment of the *Individual and recounter of events* role in different writing genres in CON-J

The boxplots in Figures 6.21 and 6.22 show that instances of the role of *Individual and recounter of events* in CON-A occurred in narrative writing (f = 4.5 percent), reflective writing (f = 4 percent), and argumentative/narrative writing (f = 3 percent). In CON-J, it occurred in reflective/narrative writing (f =

12 percent), and reflective writing (f = 5.5 percent). However, only a few data points made the reflective/narrative writing high in both colleges. In a similar manner, the boxplots in Figures 6.23 and 6.24 below show that in CON-A, the role of *Social and recounter of events* occurred in reflective writing (f = 6 percent) narrative writing (f = 3 percent), and argumentative/narrative writing (f = 3.5 percent). In CON-J, it occurred, although sparingly, in reflective/narrative writing (f = 3.5 percent), descriptive writing (f = 2.5 percent), and only one instance in reflective writing (f = 2.4 percent).

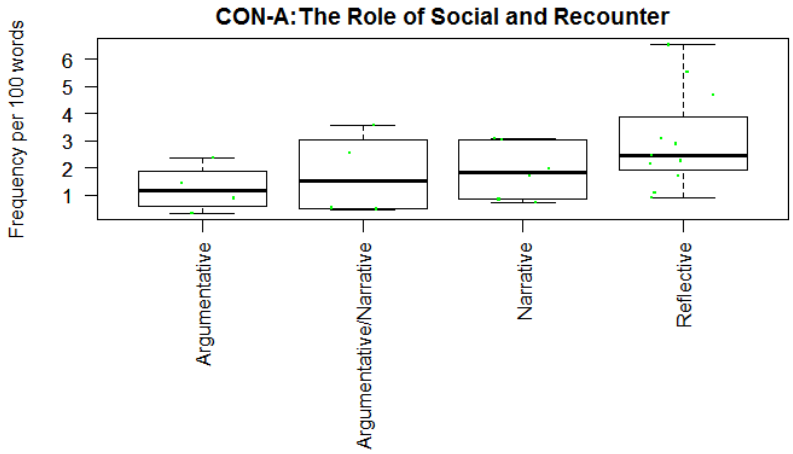


Figure 6.23 Employment of the *Social and recounter of events* role in different writing genres in CON-A

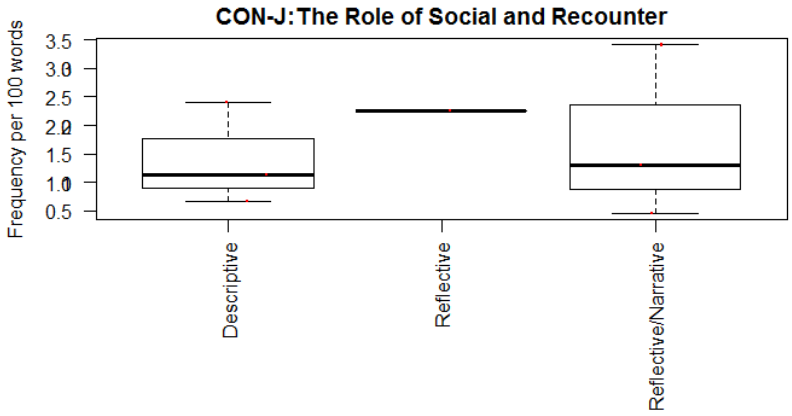


Figure 6.24 Employment of the *Social and recounter of events* role in different writing genres in CON-J

As can be seen, narrative writing has mostly elicited the role of *Recounter of events* in both colleges. This kind of writing involves recounting ordinary personal experiences where the narrator, whether writer or speaker, is recounting "a sequence of events without significant disruption" in order to share different kinds of experiences and attitudes (Martin & Rose, 2008: 100). Responding to a prompt like "Write about the happiest day of your life" – which was used by only six students at level 1 in CON-A – required the writers to express experiences via the role of *Recounter of events*. Prompts, which encompass the narrative genre alongside others like argumentative, such as "Choose an important person that you have looked up to and who has helped you in your life" (10 respondents at level 2 in CON-A), and reflective such as "Discuss a time in your life when you displayed courage during a difficult time" (6 respondents at level 1 in CON-A), and "Write about an embarrassing moment you have passed through" (6 respondents at level 1 in CON-J) encouraged the adoption of this role (see Figures 6.15 and 6.16

above). This distribution of prompts might explain why this role was inhabited at levels 1 and 2 more frequently than level 3 in CON-A.

This role was also found in reflective writing. It was most probably elicited by the prompt "What is the thing that you have learned from your past? What would you do differently if you could?", which was responded to by eleven students at level 1 in CON-A. Noticeably, the phrase "your past" necessarily leads to the recounting of personal experiences and participation with others. In CON-J four students responded to a prompt asking them to explain "why they chose nursing as a profession". All these students apparently adhered to these prompts by expressing themselves as participants in the real world, and relating various personal experiences to people around them. CON-A demonstrated more utilisation of this role than CON-J. It can be assumed then that the role of *Recounter of events* usually manifests itself in narrative and reflective writing, especially if the prompts utilised contained phrases like the one in the example above. The complete absence of this role can be assumed to be directly linked to the absence of prompts which elicit such genres as narrative and reflective which is why there were no instances of this role at level 3 in CON-J.

This section (6.3) has evidently shown the influence that contextual practices, namely the prompts and writing genres elicited, have on the roles occupied by the student writers and the discoursal self (selves) taken up by them. It can be argued that there is a direct relationship between the prompts utilised and the types of roles inhabited. The writing genre, when the writers adhere to its conventions, also has an influence on the writers' rhetorical choices and discoursal acts. In the next section, I further investigate and discuss factors which could have contributed to the roles inhabited by the writer as *a person*.

6.4. Concluding remarks and a summary of the chapter

It was stated above (Section 6.2.6) that two forms of self-representation were demonstrated by the students in CON-A and CON-J: writer as a *person* and writer as an *academic*. Writer as a *person* was the most dominant 'self' taken up. It was primarily embodied by the roles of *Individual*, *Social*, and *Recounter of events*. Writer as an *academic*, on the other hand, was rarely taken up by the students in both colleges. These aspects of writer identity have been found to be affected by the available subject positions, i.e. possibilities of self-hood that exist in the context of writing (that is, the College of Nursing in this study). The possibilities of self-hood are determined by the conventions – the practices ratified by that institutional context. The prompts utilised by the teachers in the Colleges of Nursing (CON-A and CON-J) to elicit writing in exams, and writing assignments in general, constitute a practice, as the data have shown, that has the power to force the students to conform to them and thus have played a significant role in many of the phenomena identified so far.

In terms of the selves taken up, investigation has revealed the strong presence of one form of self-representation, i.e. writer as *a person*, at the expense of the other form i.e. writer as *academic*. As argued by Clark and Ivanič (1997: 138), "the practices [students] enter into position them in particular ways, and to some extent [they are] at the mercy of these possibilities". Prompts invoking personal writing, being an essential contextual practice as discussed earlier, possibly among other practices culturally and socially established which are unfortunately beyond my current knowledge, may have contributed to the overtness of writer as a *person*. The quality of teaching instructions (discussed in Chapter 2) received in the context of the College of Nursing is another factor which may have caused this a phenomenon. It seems as if the students have not been introduced, intentionally or unintentionally, to practices which

differ from those they were used to before entering the college. However, since there is not enough information about this issue, this proposition remains a speculation which needs further testing and exploration (I highlight this in Chapter 7 when I discuss the limitations of the study).

Clark & Ivanič (1997: 139) state that "[t]he way people draw on different conventions is determined by their preferences", which are themselves "shaped by their life-histories". The students in this study seemed to have maintained preferences which they have fully mastered and feel 'safe' to express in writing. Being non-native students joining a university, they may well face the difficulties repeatedly highlighted in the literature that face most student writers entering a new academic discourse community (see Chapter 2) and experience the conflict pertaining to the transition from L1 to L2 writing which is reported by some scholars such as Cadman, 1997; Hirvela & Belcher, 2001; Li, 1996; Ramanathan & Atkinson, 1999; and Shen, 1989 (see Chapter 3). However, the students in this study appear to express their discoursal self as a *person* very comfortably demonstrating no sign of any difficulty or clear conflict.

The writing genres elicited and the roles taken by first personal pronouns are another facet which were influenced by the contextual practices i.e. prompts. As Clark & Ivanič (1997: 137) argue, "[i]ndividuals can only have identities that the conventions they are drawing on allow them to have". The student writers' discoursal 'self' has translated its preferences in terms of the roles expressed. Writing as a *person* has, as illustrated in the previous sections, entailed inhabiting roles that would suit the nature of this positioning. Therefore, we have seen that the preferred roles used with first person singular pronouns have encompassed the roles of *Individual*, *Social*, and *Recounter of events* while the roles occupied by first person plural pronouns were *People in general* and *People specific* (discussed in Chapter 5). The continual excessive use of some of these roles across the different levels (from less to assumedly more

advanced levels) indicates that these practices have become reinforced across the levels. That is why we saw some roles such as the *Individual* role increase in frequency from level 1 to level 3 in CON-A.

The students appear as if consciously or unconsciously they have adhered to the requirements of some of the genres, such as the argumentative genre with which the role o*f Individual* was frequently utilised, or the narrative genre, which was accompanied by the role of *Recounter of events*. There are other genres such as the descriptive genre, however, that have witnessed high frequencies of roles which might not necessarily be required such as the *Social* role. This case was noticed in CON-J, in which there were seventeen prompts, eleven of which entailed description (see Section 6.3.3). The lack of instructions appears to have resulted in the students tailoring the genre in the way that suits their discoursal self, and their preferences for roles as a *person*. The influence of conventions in the contextual situation of the College of Nursing on the genres produced and the roles taken up in writing by the students is depicted in Figure 6.25 below.

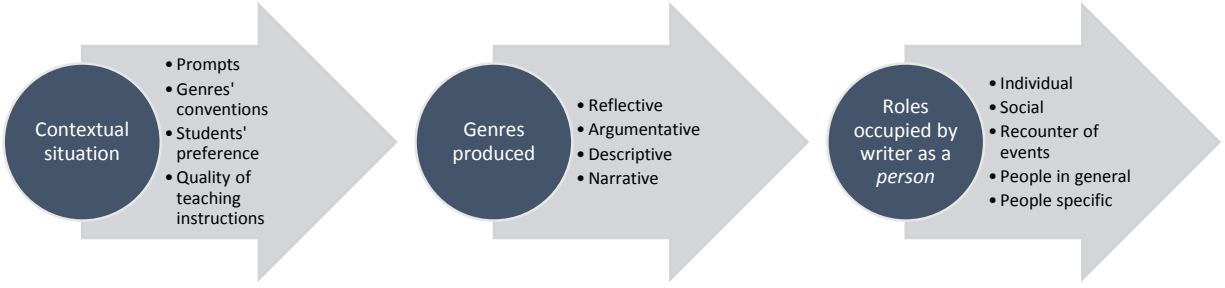


Figure 6.25 The influence of conventions in the contextual situation of the College of Nursing on genres and roles

The power exerted by the prompts, being an influential convention in the context of the College of Nursing, has not been seen only on the genres elicited and the roles occupied by first person pronouns, but could also be linked to the strong authorial presence or authoritativeness of the writers. As stated by Clark & Ivanič (1997: 153) "[s]ome people's life-histories will have led them to feel relatively authoritative and powerful as authors, to give an impression of themselves as authorities". Thus the students' preference to be writer as a *person* which has been reinforced by practices in their discoursal context may have led to their having a strong voice as authors. Emphasised by Clark & Ivanič is the fact that "[t]he assertion of authorial presence is socially and discoursally constructed in the same way as representation of other aspects of identity" (ibid.). Seemingly, the discoursal practices exercised by students in the context of the College of Nursing, and probably before they enter the college, which have been reinforced as indicated above by personalised prompts, have asserted a strong sense of writer as a *person*.

At the end of Chapter 5, several questions have been posed about the use of first person plural pronouns to refer to specific people. We have seen how this reference varied from broad ethnic and national groups e.g. Muslims and Saudis, to much smaller groups with whom the writers had professional ties e.g. doctors and nurses, to much narrower groups with whom writers were bound socially e.g. family members and friends. It seems certain that the utilisation of pronouns in such manner is one of the implications of the practices in the contextual situations because the constant utilisation of personalised prompts has in a way restricted the students' choices of references to groups with which they are familiar. These choices may have been enhanced by their personal preferences as well (being writers as a *person*) to situate themselves in communities that they feel confident about referring to. It might be safer for their discoursal

self to align themselves with members of certain discourse communities they are already a constituent of (like students), or will be members of when they graduate (like doctors and nurses) rather than adopting writing practices to establish themselves as legitimate members of the community in which they write. Claims that students' strive to employ writing practices of given discourse communities as part of a struggle to become legitimate members of these communities (see e.g. Bartholomae, 2003; Bizzel, 1994; Hyland, 2000, 2002b) may be true in some contexts; however, they do not seem to be appropriate in the case of College of Nursing students.

In summary, this chapter has attempted to provide answers to the questions posed in the introduction, which focused on the roles fronted by the second category of first person pronouns investigated in this study, that is singular pronouns. In a similar approach to the one taken in Chapter 5, the roles were achieved quantitatively and qualitatively, providing examples illustrating how they were occupied by the students at different levels in both colleges. This chapter has also been concerned with exploring factors which contribute to the employment of personal pronouns and the roles they inhabit. Several facets have been identified and a number of conclusions have been drawn, intended to bring valuable insights into NNS students writing in an EFL context. The next chapter is the conclusion of the study which will summarise the answers to the research questions and restate the findings.

7. CONCLUSION

7.1. Introduction

This chapter brings this research journey to its end. As indicated in Chapter 1 the aim of the thesis was to address a gap in the scholarship of writer identity in the field of L2 writing. The purpose of the study was to investigate the writer discoursal identity in written texts and explore how self-representation is manifested via first person pronouns. It is believed that such exploration would help achieve a richer understanding of the nature of unpublished academic writing produced by NNS undergraduate students in an EFL context. Section 7.2 will restate the research questions and reiterate the main findings of the study in terms of how they relate to the research questions. Section 7.3 provides an evaluation of the study as a whole, indicating some limitations pertaining to the corpus compiled, the framework devised, and the methodology adopted. Section 7.4 proposes some pedagogical activities for the purpose of drawing attention to facets pertinent to the findings achieved. The thesis concludes in Section 7.5 with offering some suggestions for further research

7.2. Summary and findings restatement

7.2.1. Research questions

In Chapters 2 and 3 the background theory of the research was covered. Chapter 2 reviewed the relevant research on the terms ‘discourse community’ and ‘genre’, and examined how they have been conceptualised by various scholars. The discussion of academic discourse community identified the issues most frequently raised in the research on student writing which revolved around the difficulties encountered by undergraduate native and non-native students when joining such communities. The

'constraining' effects of the academic discourse community were not approached critically, but they were tested in terms of their influence as reflected by students' writing. The discussion on the concept of 'genre' surveyed the various definitions of this notion and introduced the leading genre schools. The Sydney School was at the heart of focus as its approach to genre classification was adopted to define the written genres in the data examined in this study.

Chapter 3 presented research on theories of writer identity. The main aim of this chapter was to explain the researchers' main contentions when using terminology associated with this concept. This was achieved by using Ivanič's (1998) overarching classification of identities. I explained that the notions of *authority* and *voice*, used synonymously with identity, have dominated the research on writer identity and student academic writing, particularly second language writing. The linguistic/textual approach to investigating writer identity was elaborated on by reviewing various studies which have investigated this notion.

In Chapter 4, the methodological aspect of the study was addressed. The data and the data collection procedures were presented. The corpus utilised in this study was described in detail highlighting its advantages and the issues of representativeness, size, balance, and generalisability. In addition, the data processing phases, the research design and the methodological approach adopted were explained. The chapter concluded by presenting a model of the writer's discoursal self (selves) addressing the various roles that first person pronouns have in non-native student academic writing. The model was devised in light of the concepts previously highlighted in the background literature reviewed in Chapter 3. These concepts related to the ways in which writer identity is understood in a text (Cherry, 1988; Clark & Ivanič, 1997; Ivanič 1998) and the ways in which texts are organised (Ädel, 2006; Crismore, 1984,

Crismore *et al.*, 1993*;* Crismore & Farnsworth, 1990). This model of writer discoursal self was adopted in order to interpret the various instances of first personal pronouns used by the students, in light of the research questions stated at the end of Chapter 3 which included:

1. How do non-native speakers of English, and undergraduate nursing students particularly from CON-A and CON-J, levels 1, 2, and 3 use first person pronouns in their writing?
2. What are the most/least frequent pronouns utilised in each college and each level?
3. Are there any similarities/differences in the students' adoption of first person pronouns across these levels in both colleges?
4. What roles do these personal pronouns (both most and least frequent) have in the text?
5. Which roles predominate in each level and which are used least?
6. Are there any similarities or differences between both colleges in the roles that the students take in their writing? What are they?
7. What factors contribute to the students' employment of personal pronouns and the roles they inhabit?
8. What do the students' utilisation of personal pronouns and the roles occupied reveal about their writing?

The first question was a broad one posed about the nature of non-native students, particularly CON-A and CON-J students' writing. The answers to this question have been provided in the course of this research. As for the second and third questions revolving around pronoun utilisation in both colleges, the results showed that the majority of students at all levels in both colleges used first person pronouns in the texts they produced. Almost all texts in both colleges contained occurrences of first person pronouns,

except for thirteen texts, two in CON-A and eleven in CON-J, in which there were no first pronominal reference. It was explained that this high degree of visibility accords with conclusions postulating that NNS students display a tendency to use/overuse personal persons (see e.g. Hvitfeldt, 1992). Furthermore, the figures provided reflect similar findings arrived at by researchers whose work was presented in Chapter 3 (e.g. Ädel, 2006; Petch-Tyson, 1998; Tang & John, 1999). A similarity in the adoption of first person pronouns in both CON-A and CON-J was the dominant feature noticed. There were, nevertheless, slight differences in the way some pronouns were utilised.

In terms of raw figures and percentages, students of both colleges utilised the pronoun *I* exhaustively. The frequencies (see Chapter 5, Sections 5.2, 5.3, and 5.4) showed that pronoun *I* was the first most dominant one at all levels in both colleges. It also behaved similarly at all levels. Pronoun *my* was the second most dominant pronoun at all levels in both colleges. It acted in a similar way across the three levels. Pronoun *me* was the third most dominant one in CON-A and came in fourth position in CON-J. It acted quite similarly in both colleges. Pronoun *we* was low frequently used and, to a certain extent, utilised similarly in both colleges. The pronouns *us* and *our*, on the other hand, were employed differently as their frequencies varied from one level to another and did not follow a pattern like the pronouns *I*, *my* and *me* and they were used far less frequently than other pronouns. Overall, there was a strong similarity characterising the adoption of the pronouns *I* and *my*. There were, however, slight differences between the pronoun *me* being dominant in CON-A and low frequent in CON-J. Finally, sharp differences were observed between the utilisation of pronouns *our* and *us*.

Having provided a detailed account of the first person pronouns adopted by CON-A and CON-J students, the focus was then shifted to questions 4 and 5 which address the roles behind these personal pronouns.

Analysis of the prose produced by the CON-A and CON-J students showed that pronoun *I* occupied five different roles: *text-related* (ITR), non-text related: *Individual* (INTR Individual), non-text related*: Social* (INTR Social), non-text related: *Individual and recounter of events* (INTR Irai), and non-text related: *Social and recounter of events* (INTR Isar). Pronouns *my* and *me*, however, mainly presented two roles: non-text related: *Individual* and non-text related: *Social*. Finally, first person plural pronouns *we, us,* and *our*, when operating within the 'real world' level making reference to the speaker/writer and the addressee/reader, were classified as reference to *People in general*. These pronouns also were found to make specific reference to certain groups or discourse communities. This reference was labelled *People specific*.

When looking at the roles more closely, it was noted that pronoun *I* predominantly functioned as the *Individual* role (Section 6.2.1.1) in both CON-A and CON-J. Generally, this role was frequently utilised by levels 1 and 3 students (CON-J levels 1 and 3 exhibited a greater tendency to inhabit this role), and less frequently used by level 2 students in both colleges. This pronoun was used by the students to perform various rhetorical acts which include expressing their epistemic stance by making judgments on and assessments of the topics they are arguing for/against, expressing attitudinal stance by conveying their feelings and attitudes towards phenomena in the 'real world', and giving a portrait of themselves.

Pronoun *my* as *Individual* (Section 6.2.1.2) was a common role in both colleges. It followed the same pattern in CON-A and CON-J and both colleges' students demonstrated preference for this role to perform similar rhetorical functions to those of *I* as *Individual* role emphasising their possession of qualities and subjects being discussed. Pronoun *me* as *Individual* (Section 6.2.1.3) was the least occupied one compared to *I* and *my* as *Individual*. It was not used in a similar way by both CON-A and CON-J

students. The students at level 1 in CON-J showed a notable tendency to occupy this role with pronoun *me*. It was also noted that both beginner and advanced students have demonstrated preference for the role of *Individual* when using pronouns *I* and *my* which suggests that there is no correlation between proficiency level and the tendency to use more of the *Individual* role, and that it is the prompt which made such a preference inevitable, or perhaps, more attractive.

Fronting the role of *Individual* was noticed to take place either fully in argumentative and reflective writing, or partially in descriptive writing. As noted in Section 6.3.1 there were seventeen prompts in CON-A, eight invoked argumentative writing (or required argumentation), and three elicited reflective writing. As for CON-J, there were seventeen prompts, eleven of which entailed description. It was proposed that there is a correlation between using of this role and the prompts utilised to elicit writing, i.e. the more personal the prompts are the greater the number of occurrences of this role that are generated (see Section 6.3.2).

As for *I* as *Social* (Section 6.2.3), it came in second position after *I* as *Individual* in terms of utilisation. It was used less frequently than *I* as *Individual* but it was noted that the writers are adopting the role of *Social* to relate various personal experiences of people around them and the world they live in thus conveying themselves as actors who are experiencing real-world phenomena with people in real life. This role behaved similarly in both colleges and was particularly more frequently and consistently occupied by level 1 and level 3 students. *My* as *Social* was used to refer to personal experiences shared with interlocutors in the 'real world' and emphasise the relationships between the writers and other people with whom they have strong ties. This role behaved slightly differently in CON-A and CON-J. In CON-A, this role was increasingly used by levels 1 and 2 students while in CON-J it was extensively

employed by level 1 and level 3 students. This has led to an assumption that the expression of possession in relation to others appeals to these groups.

Me as *Social* was used to place the emphasis on the writer as the recipient of the action. It was noticeably adopted less than *I* and *my* as *Social*. Distinct patterns were detected in CON-A and CON-J, as there were significantly fewer occurrences in CON-J than CON-A. It was also noted that the increase in frequency of this role in CON-A was caused by excessive adoption by only a few students at level 2. It was noticed that this role occurred mostly in reflective and narrative writing. There were, however, instances of *my* as *Social* which were extensively employed by levels 1 and 3 students in CON-J in descriptive writing. It seems that the high number of prompts used to elicit this genre (11 out of 17 prompts) forced the students to use this role (see Section 6.3.3).

As for *I* as *Individual and recounter of events* (INTR Irai) (Sections 6.2.2 and 6.3.4), it was noticed that it gradually decreased from level 1 to level 2 to level 3 in CON-A. This was the case for CON-J except that there were no instances in level 3. However, in CON-J there was a high frequency of use and a small number of users. *I* as *Social and recounter of events* (INTR Isar), on the other hand, acted differently in the two colleges. In CON-A, this role was frequent in levels 1 and 2 dropping sharply in level 3. In CON-J, however, this role decreased from level 1 where it was frequently used, to levels 2 and 3 where it was hardly utilised at all. Observing the behaviour of this role in the students' prose, it was proposed that there was a correlation between the role of *Recounter of events* and the prompts utilised to elicit writing, that is, the more narrative and reflective writing the prompts invoked, the more occurrences of this roles there were.

As for the roles occupied by first person plural pronouns, there were two identified in the data: reference to *People in general* (see Chapter 5, Section 5.5.1.1) and reference to *People specific* (see Chapter 5, Section 5.5.1.2). Generic reference to people using the pronoun *we* was made by both CON-A and CON-J students similarly in terms of normalised frequencies. In terms of functional behaviour, however, this role differed in the two colleges, especially in the cases of pronouns *our* and *us*, which were, in terms of raw frequencies, the least used pronouns in both colleges. Pronoun *our* as *People in general* was used extensively in CON-J, level 3. In contrast, pronoun *us* rarely took the same role in CON-J. Several functions were identified for pronouns *we, our,* and *us* taking that role. It was noticed that when using first person plural pronouns in a general sense the students sounded more confident in their argument. Thus by using the generic reference they created a sense of 'usness' that enabled them to win the readers' agreement with their position in the argument. It was also noticed that pronoun *our* performed a special function as it was mainly used to express ownership of "a universal or common property" (Tang & John, 1999) and to show "solidarity" (Ädel, 2006) with the reader and people in general.

It was observed that there was a gradual increase in the generic use of first person plural pronouns across the levels. It was proposed that this signalled a growing awareness on the part of the students that these pronouns could serve as rhetorical tools to achieve a high level of credibility in their argumentation. Questions have been posed about the students' awareness of this function, and if they had received any instructions about the different roles that first person plural pronouns could occupy. Conducting interviews with the students and the teachers could have answered these questions and helped to clarify the situation (this issue is addressed in detail in Section 7.3.).

It was also argued that utilising first person pronouns in a generic way did not necessarily mean that the writers were reducing themselves to "non-entities" (Tang & John, 1999). It was posited that the nature of first person plural pronouns, when used generically as in this study would not carry any authorial presence for they were all utilised 'inclusively' to refer to the writers and people. Reference to 'people in general' led the writers to simply express themselves as experiencers rather than authors, thus making a generalisation that L2 students, when using this role, are effacing themselves from the discourse, because the feel "that they do not have a right to exist in academic writing" (ibid.: S30) has been found to be inaccurate (see Chapter 5, Section 5.6).

The specific reference to people (Chapter 5, Section 5.5.1.2) was notably used far less than the generic reference in both colleges. This reference was a continuum that commences with signalling broad ethnic and national groups e.g. Muslims and Saudis, to signalling small groups with which the writers had professional ties as nursing students e.g. doctors and nurses, and finally signalling smaller and much narrower groups to which writers were bound socially e.g. family members and friends. It was suggested that this reference was mainly utilised by the students to deliver a message to the reader that the phenomenon being discussed is restricted to the writer and the group being referred to; not everyone (e.g. the case where the reference is made to Muslims and Saudis). The specific reference was also used to describe to the reader(s) a state of affairs rather than convince them about a position taken by the writer. The low frequency of this reference was attributed to the limits of the rhetorical functions performed by the specific reference compared to the wide variety of the functions that could be performed by the generic reference (see discussion in Chapter 5, Section 5.6).

Finally, it was surprising that pronoun *I* that performed a *text-related* role (Section 6.2.5) was used least frequently in comparison to other roles at all levels in both colleges. In fact, the instances of this role in the data are significantly lower than those reported in the literature. The limited use of this role in general raised several questions about the factors causing this phenomenon, which will be summarised in the following paragraphs, hence tackling the last two questions posed in the study (questions 7 and 8).

Close analysis of the students' discourse practices in the data examined revealed that two main discoursal selves were taken up: writer as a *person*, who performs roles outside the text, and writer as an *academic*, who occupies roles inside the text. The students' self as a *person* was manifested by use of the six roles mentioned above: non-text related: *Individual*, non-text related: *Social*, non-text related: *Individual and recounter of events*, and finally non-text related: *Social and recounter of events*. This self was also projected by reference to *People in general and People specific*, however, these roles were used to perform different rhetorical acts than those of the *Individual*, *Social*, and *Recounter of events roles*. As for the writer as an *academic*, this self was primarily manifested by the use of pronoun *I* inhabiting a *text-related* role. This role was rarely used by the students in both colleges.

This study showed the strong presence of writer as a *person* and the rare use of writer as an *academic*. The study also revealed that these two forms of selves were majorly influenced by the available subject positions, i.e. possibilities of self-hood that exist in the context of the College of Nursing in this study (and possibly the previous situational context of high school). These possibilities are determined by the conventions, that is, practices ratified by the institutional context (Clark & Ivanič, 1997). There are perhaps other practices which are socially and culturally established; however, they are beyond my current knowledge require a study of a different kind (see Section 7.5 for suggestions on future research).

The study emphasised the importance of the prompts utilised by the teachers in the College of Nursing (CON-A and CON-J) to elicit writing assignments and writing in general as they were considered a salient contextual practice that had played a significant role in many phenomena identified during the course of discussion in this study and are explained in detail in Sections 6.2.6 and 6.4. Some of these phenomena include the overtness of writer as *person* and the absence of writer as *academic* and the overuse of some of the roles occupied by first person singular and plural pronouns. The writing genres which have been tailored by students, under the influence of prompts, to suit their discoursal self was another notable phenomenon. It was assumed that this was caused by the lack of instructions by the teachers on the way the writing genre should be approached. Additionally, the continued excessive use of some roles (e.g. *Individual* and *Social*) across the different levels (from less to assumedly more advanced levels) and the strong authorial presence of the students signalled by the use of first person pronouns were also attributed to contextual practices. Lastly, a final observation that was deemed to be an implication of these conventions practised in the context of College of Nursing was the students' preference for aligning themselves with certain discourse communities when utilising first person plural pronouns. Having been established by the different practices in the aforementioned context, these preferred conventions are exercised in various types of writing, regardless of their suitability to the writing genre produced. I shall move on now to the evaluation of the study.

7.3. Evaluation

The aim of the thesis was to address a gap in research into writer identity in the field of L2 writing. The purpose was to explore and describe in depth the writer's discoursal self as manifested via first person pronouns in writing generated by NNS undergraduate students in an EFL context. The analyses have

contributed to a more detailed understanding of this phenomenon as it has attempted to link a linguistic/textual feature i.e. first person pronouns with an abstract concept, a facet of a writer's identity in the text that has long been overlooked. The literature reviewed in Chapter 3 showed that many studies, whether corpus-based or purely textual, or which partially combined both approaches, tended to associate first person pronouns with one aspect of writer identity by predominantly focusing on the writer as an *academic*. This applied to studies which looked at writer identity in unpublished L2 writing as well. This corpus-based, exploratory study presented a model of writer's discoursal self (selves) that considered both roles: *academic* and *person*, placing a greater focus on the roles that could be projected by writer as *a person* when employing first person pronouns in writing. Additionally, unlike a great deal of research on identity which is done qualitatively this study combined both quantitative and qualitative approaches taking advantage of computer technology by using specialised software to quantify the occurrences of the linguistic features examined and process the data thus approaching the phenomenon of writer identity unconventionally (see Chapters 1 and 4).

There are, nevertheless, some factors that might have influenced the model thus limiting its applicability to other contexts and its replication in other studies. The nature of the data from which this model was derived is probably the most influential one. As was pointed out in Chapters 1 and 4, the texts investigated were paragraphs and essays written by non-native Saudi students in an Intensive English Language Programme implemented in the College of Nursing. As indicated in Chapter 1 there were a number of courses designed to fulfil the aims of this programme; each course is meant to focus on a certain language skill. The goals of this programme's courses (see Appendix D) have restricted the range of genres of writing generated to the ones discussed in Chapters 2, meaning that the possibility of encountering the

same roles identified in the present model in other writing genres is doubtful. Another factor is that, although the proposed roles were carefully examined and reviewed in the initial phases of the analysis, they are not beyond dispute, and there is still room for negotiating them. In addition, as identified in Chapters 5 and 6, and in the summary above, the roles taken up by first person were largely affected and determined by the students' life-history and elements in the contextual situation such as prompts and, probably, teaching instructions. While these roles might be occupied in other EFL contexts that share similar characteristics to the College of Nursing it cannot be assumed that all students' writing in ESL contexts will demonstrate the same roles. Despite all these facts, it is still hoped that the framework developed in this study has a value in enriching research knowledge of L2 writing, and that it sheds some light on this rarely addressed area and gives us insights into writer's personal roles in the discourse.

As stated above, the methodology used in this corpus-based study combined the quantitative with the qualitative approaches. The quantification of data to raw and normalised frequencies provided a broad horizontal perspective on the way first person pronouns were utilised at different levels in both CON-A and CON-J. Comparison and contrast between the students' discoursal behaviours became more feasible through using statistics and observing figures. The vertical, narrow focus on the data was attained qualitatively via means of close analysis of the first person pronouns and the illustrative interpretation of the roles behind these pronouns through manual analysis of the data which offered a rich perspective on this data. The methodology adopted uncovered valuable factors contributing to the students' employment of these pronouns, and yielded some illuminating findings about their writing as indicated above. Most of the corpus-based studies which have approached the notion of student writer identity manifested through personal pronouns tend to decontextualise pronouns, looking only at the instances of pronouns

and their co-occurring verbs. Unlike these studies, the methodology in the current study emphasises the integrity of the text by combining two levels of analyses: a micro-analysis of first person pronouns, which looked at the subject + VPs and NPs, and a macro-analysis which went beyond the sentence level to the paragraph level (and the whole text). This approach to analysis was nevertheless difficult and time-consuming.

Despite the issues concerning the representativeness, size, and generalisability of the findings of specialised corpora discussed and justified in Chapter 4, the corpus compiled in this study remains extremely valuable in that it contains whole texts of unpublished students' writing produced in an EFL context. To the best of my knowledge, very few corpora of this nature are available, and even fewer are accessible for research purposes (see Section 7.4 below). The lack of unpublished student academic writing corpora has been highlighted by a number of scholars, among them Ädel & Römer (2012: 4), who attributed this firstly to "the difficulty of accessing and systematically capturing this kind of writing" indicating that "[u]niversity instructors typically only have access to their own students' papers, i.e. assignments for a particular course in a particular discipline". A second reason is related to collecting and converting writing samples into what they refer to as "a systematic and easily accessible collection" which they described as being "not a trivial matter" (ibid.). I would add that compiling a corpus of assessed, unpublished students' texts, especially those in paper form, poses more challenges as it requires effort and needs extended time to be accomplished successfully.

Another limitation in addition to the mentioned above regarding the model developed is not having conducted interviews with both students and teachers. Interviews would have provided valuable contextual information and would have contributed to the interpretation of the quantitative data. During

the analysis in Chapters 5 and 6, a number of questions have been posed about some of the students' discoursal acts, especially when utilising first person pronouns to inhabit some roles and implementing strategies such as positioning themselves with familiar discourse communities.

Additionally, there were four texts in which students completely effaced themselves although the prompt called for personalisation. Conducting interviews with the students who produced these essays would have made the interpretation more accurate. Interviews would also help to discover the reasons for some students' eradication of their identity; and interviews with the teachers would help to address the lack of knowledge about the reasons behind their tendency to personalise the prompts (see Chapter 6), since they were determined as being an element in the contextual situation that crucially affected the student writer's discoursal self. Interviewing the students could also reveal if there is any 'hidden' conflict which they might have experienced when moving from L1 to L2 writing and was not shown by their final text produced (see Chapter 6, Section 6.4).

Interviewing the teachers could shed light on the nature of the instructions delivered, as they were considered part of the contextual situation. Ideally, interviews would have been conducted, but this was not feasible for reasons of accessibility. Lastly, for those who are interested in pedagogy and materials design, conducting a textbook analysis would be helpful in exploring the effect that they might exert on student writers' linguistic choices and rhetorical acts performed in their prose

A final issue I would like to address in this section is the difficulties encountered during the conduct of this study. It was highlighted in Chapter 4 that the texts were written by non-native speakers of English and were not specially selected for the study. This led to very differing levels of written English

proficiency thus making transcription and analysis of these texts quite challenging. It was indicated that for the purpose of maintaining the authenticity of the texts, all the grammatical, spelling, and punctuation mistakes were preserved exactly as written by the students. This in turn made it impossible to apply automated or semi-automated tagging. The spelling mistakes posed another problem which required more effort to be solved. Some of the pronouns were written incorrectly, e.g. there were instances of some reflexive pronouns, such as 'myself' and 'ourselves' which were written as 'my self' and 'our selves'. To maintain accuracy of the raw frequencies, several searches (using the Find feature in NoteTab Pro) were run to exclude all the erroneous occurrences. Some of the texts which were written by very low proficient students posed more difficulties and made the analysis a more challenging and time-consuming process.

7.4. Pedagogical suggestions

As stated in Chapter 1, the aim of this study was not primarily pedagogical. However, providing some suggestions based on observations made in this study may prove useful in raising awareness in L2 writing pedagogy about writer identity. As indicated in Chapter 6, the discoursal 'selves' taken up by the students in this study were of two kinds: *person* and *academic*. Both forms of self-representation were greatly influenced by numerous factors mentioned above (Section 7.2). However, the rare presence of the writer as an *academic* in contrast to the frequent presence of the writer as a *person* was striking. A crucial factor which might have led to this phenomenon was the writing conventions in the College of Nursing.

One component of these conventionalised practices was thought to be the teachers' instructions which cover a broad spectrum of diverse knowledge and activities. In relation to writer identity, it is advisable

to start by introducing students to the different functions performed by personal pronouns, the wide range of meanings conveyed by them, and the differences between the roles they can have. It is certainly a challenging task for teachers, whose main concern is language accuracy and fluency (as highlighted in Chapter 1), to devote time and effort to taking students out of their comfort zone of 'self' as a *person*, and ask them to start projecting their 'self' as an *academic* without proper training. Thus, guidance during writing courses, particularly foundation courses would help the initial and preliminary transition from a *person* to an *academic*.

Further, Hewings (2001: 11) considers that developing "an awareness that there are differences between language used in academic discourse and that used in other, often less 'formal' settings" is crucial for a student or professional academic in order to become a successful writer. Students may then be given the opportunity to move beyond this phase into investigating authentic prose (e.g. newspaper articles and journals) in order to answer such questions as "what […] is an author's purpose in using a personal pronoun here? […] What is achieved by him using we in this paper? When do writers usually move to self-mentions?" (Hyland, 2001: 224). After that, students need to practise fronting these roles in their writing (whether with or away from self-references).

Diversifying the prompts to invoke various roles is strongly recommended. Restricting prompts which draw on certain themes (e.g. personal experience as depicted in the study) does not in fact give students an opportunity to put what they have learnt into practice – assuming that they have been introduced to the various roles of self-representation. Receiving proper instructions enables students to reflect the suitable 'self' in their writing although they will require training to increase their use of personal pronouns to frame an essay. As Tang & John (1999: S35) suggest, providing "students [with] an

understanding of the choices available to them may help them decide how best to present themselves in their writing". In addition, Harris (1987: 158) indicates that students are not dumb

> but [...] they're not yet members of the club – they don't know the sorts of things we as academics look for when we read. And so one way of looking at our task as teachers of writing is to see it as helping our students to confront the kinds of talk that go on at the university, to think about the values and assumptions that underlie such discourse.

Therefore, "an important part of the teaching of academic writing […] is to critically explore with the students the notion of academic discourse community and how it is that certain forms of knowledge and ways of telling that knowledge have evolved in the way that they have" (Clark, 1992: 118). By doing this, students might find it easier to gain membership of the academic discourse community and succeed in producing good academic writing.

7.5. Suggestions and further areas of research

The focus in this thesis has been on exploring self-representation in L2, tertiary students' academic writing manifested via the use of first person pronouns. However, during data investigation some subsidiary observations have emerged which could develop into a useful extension to the present study. The first most striking facet noticed in the College of Nursing students' prose was the frequent utilisation of second person pronouns *you* and *your*. Table 7.1 below demonstrates the raw frequencies of these pronouns. It is noticeable that CON-A students used far more second person pronouns than CON-J students. While there are 325 instances of pronoun *you* in CON-A, there are only 118 in CON-J. The

possessive pronoun *your*, however, is used less frequently compared to *you*, as there are only 132 occurrences in CON-A and 59 in CON-J. Pronoun *yours* was barely used as there are only two occurrences of it in CON-A.

Table 7.1 The raw frequencies of second person pronouns in CON-A and CON-J

		You	Your	Yours
CON-A	Stream 1 Level 1	206	87	0
	Stream 1 Level 2	29	3	0
	Stream 1 Level 3	90	42	2
		325	132	2

		You	Your	Yours
CON-J	Stream 1 Level 1	9	8	0
	Stream 1 Level 2	21	10	0
	Stream 1 Level 3	88	41	0
		118	59	0

When scrutinising these pronouns, it has been observed that two main references were made: (i) reference to *the reader* and (ii) reference to *people in general*. The first is the one which covers all instances of second person pronouns used by the writers to communicate with the readers in what Ädel (2006: 43) describes as *reader-oriented participation*, as illustrated in example 7.1 below, in which the writer engages in a dialogue with the reader(s), using pronouns *you* and *your* extensively.

Example 7.1

I was very knowable. Every one in the school asks about me. But **You** *know what?* I was happy for some days but than I realize that this not true. I was thinking that for example, if I want to share my personal problems with a friend, for which girl should I go? and who's that generous girl in my friends? and who's that nice girl who always things in the right way? The answer is : I DON'T KNOW. Yes, I really don't know. Why? **You** *know the answer*. Althogh I have a lot of friends I was not happy, because if you want to make friendship don't look to that stupid topic: (The Number of my Friends). And **You** *know what*? sometimes one good friend is enough in yourlife. This one friend can helps you after Allah when **You** *need his help*. This one friend can feel **your** pain whever **You** are because he cares for You. This one friend can understand You by looking in your eyes and without any need your talkative tounge. Believe me if You have just a one good friend like that, so ***You*** *are the luckiest person in this strange world*. And if **You** liked **your** friend because of Allah, don't forget to tell him. *May Allah bless* **You** and let **You** *meet your friends* in the heaven. (A058aS1L1ess)

The second group of the roles occupied by second person pronouns includes references to *people in general*. Example 7.2 below is an extract from a paragraph written to argue for "the importance of technology in our life". The student uses *you* and *your* to address people generically, as the pronoun *our* in the sentence *Technology is the mosty important thing in our life because it makes your life much easier than before* denotes. It can be seen how the writer is striving to make her argument more convincing to the readers acting as an authority and offering people advice.

Example 7.2

Technology is the mosty important thing in our life because it makes your life much easier than before. Frankly, its very esential for education, *Jobs and allow* **you** *to communicate easily*. According to that, *it shortens distance and safe* **your** *time*. **You** *can also work from your home* and they called it tele commuting. It's not just for business **you** *can find entertainment on the internet* such as t watching movie, listening to music and playing games. **you** *can also, shopping from your house* by the internet. There's aloso, the cell phone **you** *can talk to your family and freinds* from any where. Finally, technology can brighten your day! (J083aS1L2par)

Another aspect observed in the data is the existence of texts with no instances of first person pronouns, whether singular or plural. It was mentioned in Chapter 5 that there were thirteen students who did not use any first person references: two students form level 2 CON-A, two students form level 2 CON-J, and nine students from level 3 CON-J. These texts were written in response to various prompts including argumentative (5 texts), descriptive (3 texts), and comparison and contrast (5 texts). On scrutiny of these texts, it was found that nine of them demonstrated a use, ranging between excessive to low, of second person pronouns *you* and *your*. In addition, there are a few instances of the third person plural pronoun *they*, *people*, and *person*. Examples include the following: *A person should never make an important*

decision alone (A090aS1L2par), *For people who want easy and healthy life, They should eat at least three meals for the day* (J028bS1L3par). It would be interesting to investigate all the above aspects of writing, and rhetorical tools other than first person pronouns and second person pronouns, which students utilised in their prose.

This study has been concerned with exploring writer's self-representation, manifested by one linguistic feature, i.e. first person pronouns. More studies on other linguistic features of personality (and identity in general) projection using a similar methodological approach would be of huge value to L2 writing scholarship. One possible suggestion to take this study further would be to conduct longitudinal comparative studies that would follow a group of writers from their first year of tertiary education to their final year. A close observation of the students' discoursal acts during a relatively long period of time that could consider not only contextually ratified practices (which the current study considered and investigated in depth), but also recognise and scrutinise other practices which are socially and culturally established would be valuable in determining factors affecting writer identity. A study that would consider contrastive rhetoric and further examine the students' L1 structures they are exposed to and the practices they engage in which are likely to influence their academic identities or discoursal self would be extremely valuable. Administering the so-called think-aloud protocol requires the students to "say aloud everything they think and everything that occurs to them while performing the task" (Flower & Hayes, 1980: 4). This procedure may give insights into the mind of writers and uncover aspects that the final text produced does not disclose. Another potentially revealing line of research would be to investigate individual differences by looking at each learner. Doing this would show if most/all learners are utilising these features in similar ways, or if just a few use them all the time (as has been shown by

some students in this study). Another possible way of extending this research is to conduct a contrastive analysis of a corpus compiled of non-native students writing generated in a EFL context and a reference corpus whether of NS's writing or NNS's prose produced in a ESL context in order to identify the similarities and differences in the employment of pronominal references or other linguistic features and ascertain the various rhetorical acts performed by these groups.

Lastly, but certainly not least, there is certainly a need for more corpora of undergraduate students' writing, if we are to enrich our understanding of the range of textual practices in different disciplines. I have highlighted the shortage of corpora of unpublished students' writing. The lack of specialised learner corpora in the context of Saudi Arabia, and in the Arab world in general, represents a gap which seriously needs to be filled. A quick search for accessible English learner corpora written by Arab students has come up with a one called *The BUiD Arab Learner Corpus (BALC)* complied by Randall & Groom (2009) and is available via the Université Catholique de Louvain. This corpus has been compiled from secondary school examination essays in English written by 16-year-old Arabic first language speakers at different English L2 proficiency levels. Although this corpus is valuable for studies concerned with pre-university writing, more corpora whether of this kind or of the one compiled in the current study are still required.

In conclusion, this thesis has provided more understanding of non-native students' discoursal behaviours evidenced while writing in an EFL academic context and the linguistic/rhetorical choices and acts they are availing themselves of in relation to the utilisation of first person pronouns and the roles they occupy. This study has also highlighted the importance of context, displaying how contextual practices have played a key role in shaping the students' writing and providing insights into the various possible factors

which have influenced the writers' discoursal practices in the writing tasks assigned to them. This study has cast light on the fascinating interaction between student writer, genre, and context which is a rich area for further investigation. It is hoped that this thesis has satisfactorily contributed to the growing body of research on writer identity. It is also hoped that it has shed some light on the phenomenon of self-representation, particularly on the student writer's discoursal self, and that it has performed a role in developing a fuller cognizance of the variation of the roles that can be inhabited by the writer as *a person* and in particular has aspired to establish a solid stepping-stone to further research along similar lines.

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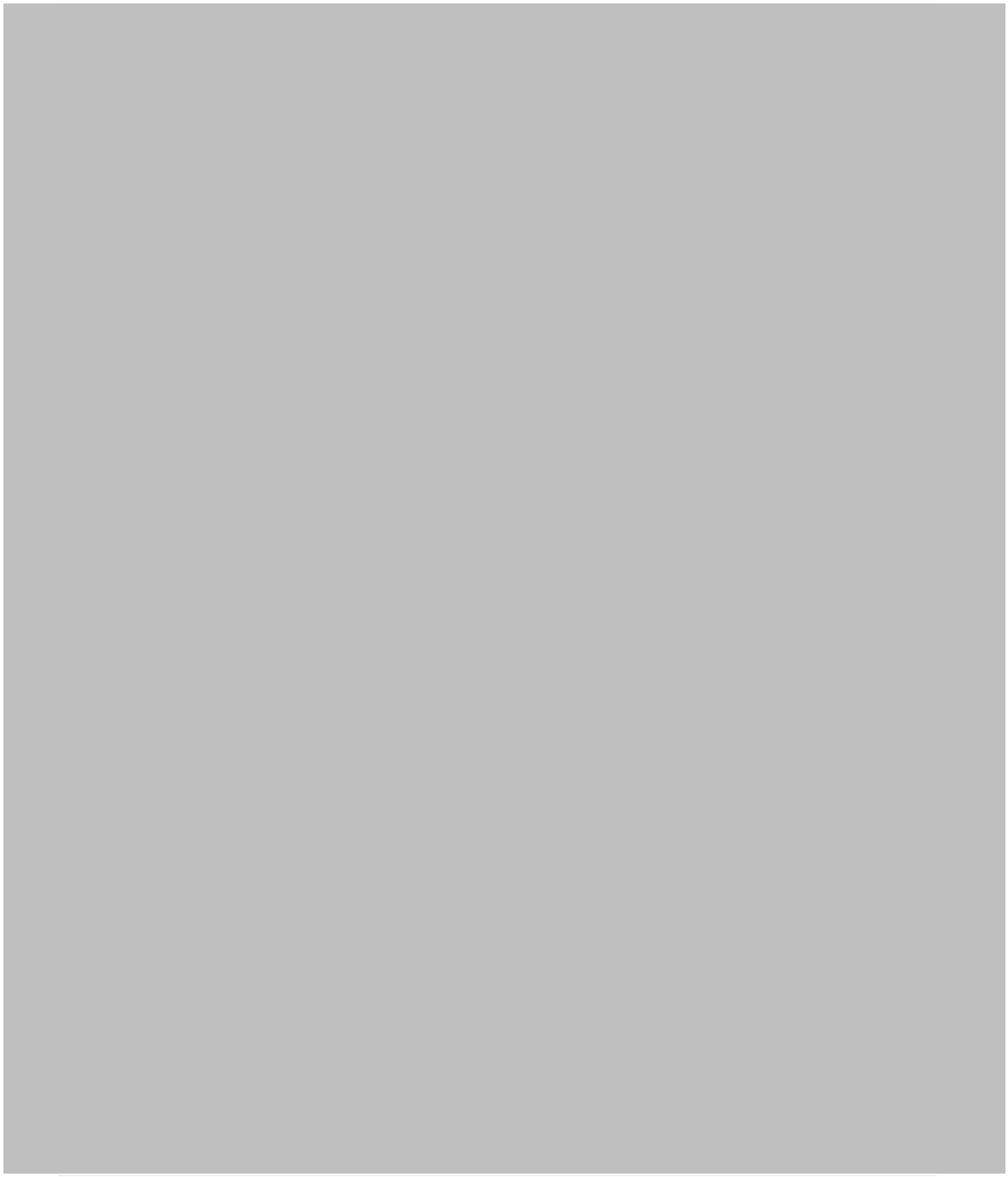
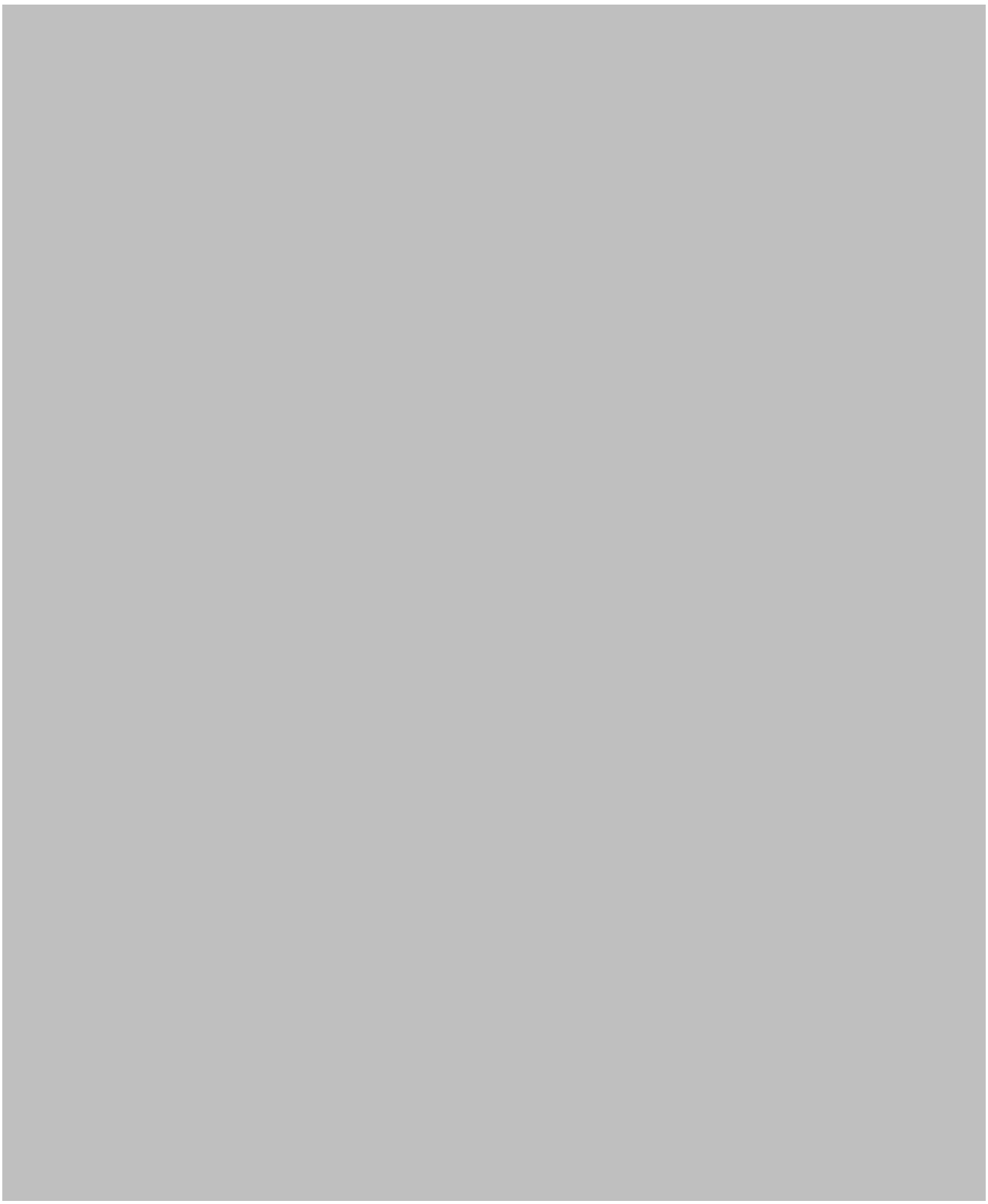
Appendix A: Research ethics approval letters





Appendix B: Documentation about the programme

Program Description (Stream I)

A standard four-year generic baccalaureate program offered by CON at KSAU-HS that incorporates a variety of learning experiences and knowledge with nursing professional education as theoretical base. It is designed for high school graduates with no previous nursing experience.The curriculum is designed to prepare students for work with individuals, families and groups within the growing and changing health-care environment.

Graduates are expected to have developed critical-thinking and comunication skills in addition to clinical care-management skills. Offered by a health science university setting, the first two years of the curriculum are pertaining mainly to pre-professional education shared by other health sciences students, whereas the second two years are pertaining to professional nursing education. In other words, it lays the foundation for the students' future studies in English.

Curriculum Plan (Stream I)

Year / Semester		Course Code	Course Title	Credit Hours Lec.	Lab/ Clinical	Total	Requisites Pre	Co	Pre/Co
First Year	1st Sem	ARBC 101	Arabic Language Skills I	2	-	2	-	-	-
		ENGL 101	English Communication Skills I	0	5	5	-	-	-
		ENGL 102	English Language Structure Drills I	3	1	4	-	-	-
		ENGL 103	English Academic Reading & Vocabulary I	5	-	5	-	-	-
		ISLM 101	Islamic Culture	2	-	2	-	-	-
	2nd Sem	ARBC 111	Arabic Language Skills II	2	-	2	-	-	-
		BIOL 101	Biology for Health Sciences	1	1	2	-	-	-
		CHEM 101	General Chemistry	1	1	2	-	-	-
		CHEM 111	Organic Chemistry	2	-	2	-	-	-
		ENGL 111	English Communication Skills II	0	2	2	ENGL 101	-	-
		ENGL 112	English Language Structures & Drills II	0	2	2	ENGL 102	-	-
		ENGL 113	English Academic Reading & Vocabulary II	0	2	2	ENGL 103	-	-
Second Year	3rd Sem	PNUR 101	Anatomy & Physiology I for Pre-Nursing	2	1	3	-	-	BIOL 101
		BHSC 201	Behavioral Sciences	2	-	2	-	-	-
		BIOC 211	Biochemistry	3	1	4	-	-	CHEM 101 CHEM 111
		BIOS 201	Biostatistics & Introduction to Evidence-Based Practice	2	-	2	-	-	-
		COMP 201	Computer Science & Health Informatics	2	1	3	-	-	-
		ENGL 201	Medical Terminology	2	-	2	-	-	-
		ENGL 211	Advance English Grammar	0	2	2	ENGL 112	-	-
		ENGL 212	Advance English Reading & Vocabulary	1	1	2	ENGL 113	-	-
		PNUR 211	Anatomy & Physiology II for Pre-Nursing	2	1	3	-	-	PNUR 101
		EDUC 201	Health Professions Education	3	-	-	-	-	-
		ETHC 201	Ethics & Patient Safety	2	-	2	-	-	-
	4th Sem	NURS 201	Fundamentals of Nursing I	2	-	2	-	-	-
		NURS 202	Fundamentals of Nursing II	2	2	4	PNUR 211	NURS 201	-
		PNUR 202	Microbiology	2	1	3	-	-	-
		PNUR 203	Pathophysiology	3	-	3	PNUR 211	-	-

Appendix C: Documentation about the programme

Pre-Professional Program

This is a two-year shared program for all health sciences students. It focuses on providing the foundation for professional health-care related education. This includes courses in humanities, social/behavioral sciences, ethics, biological and health sciences, and health informatics.

Fundamentals of Nursing courses are introduced by the end of the second year of this program.

Professional Program

The last two-year professional program focuses on the nursing sciences. This is where students are to acquire knowledge and skills necessary to provide care for complex health problems of individuals, families or communities. There is emphasis both on classrooms as well as clinical settings.

Courses include concepts related to health promotion and illness prevention; health assessment and identification of risks; care of the adult; women and family health care; pediatric care; mental and psychiatric health; community and home health care; management; and health informatics.

Appendix D: Documentation about the courses

ENGL 101

Course Description

This is a four-month course in communication skills designed for students in their first semester of the Pre-Professional Program. It emphasizes the development of general listening and speaking skills essential for daily communication tasks inside and outside of the classroom. It also introduces students to elementary composition techniques, and provides them with regular reading practice from a variety of sources such as graded readers and passages selected from original articles published in a variety of periodicals and newspapers. The course is divided into three components: an Oral Skills Lab, Supplementary Reading and Discussion Sessions, and Writing Workshops. The approach is multi-skilled; all four language skills are developed systematically and new vocabulary is integrated into thematically arranged units. Oral discussion sessions are a fundamental part of the Skills Lab and Supplementary Reading components, and student critiquing is an important part of the Writing Workshops.

Prerequisites: None

Goals and Performance Objectives

Goal 1.0 **To help students improve their listening comprehension skills**

1.1 Students should be able to comprehend an extended conversation between native speakers delivered at a normal speed.

1.2 Students should be able to comprehend general and academic lectures geared towards a university level audience.

Goal 2.0 **To help students improve their oral communication skills**

2.1 Students should be able to express themselves with sufficient structural accuracy and vocabulary and participate effectively in most formal and informal conversations on practical, social and professional topics.

2.2 Students should be able to demonstrate a reasonable degree of accuracy in pronunciation to fulfill communication tasks at an intermediate level.

2.3 Students should be able to deliver a short (10-minute) oral presentation on an academic topic of their choice. This presentation should follow a structured outline and make use of visual aids as appropriate.

2.4 Students should be able to participate in discussion groups, demonstrating their ability to communicate on concrete topics related to particular interests and special fields of competence.

Goal 3.0 **To provide students with a developmental, step-by-step approach to paragraph writing at the intermediate level**

3.1 Students should be familiar with the three stages of the writing process: prewriting, drafting and editing. They should be able to:

3.1.1 Demonstrate the use of the following techniques for generating ideas at the prewriting stage: brainstorming, free writing, WH-questions, clustering and making lists.

3.1.2 Understand the difference between revising and editing a text.

3.2 Students should be able to write a carefully constructed paragraph (10-15 sentences) in which they:

3.2.1 Formulate a topic sentence with a restricted topic and controlling idea.

3.2.2 Develop the paragraph with main points and support details.

3.2.3 Revise the paragraph to improve the unity and coherence.

3.3 Students should be able to discuss, analyze and apply to their own writing the methods of development that English language writers use in academic discourse in the following modes:

3.3.1 *Narrative*: Students should be able to organize a paragraph that uses chronological ordering to relate a sequence of events or to give a set of instructions.

3.3.2 *Descriptive*: Students should be able to write a paragraph that briefly describes a place or object according to spacial ordering.

3.3.3 *Expository*: Students should be able to develop a paragraph using reasons or examples, or a paragraph that expresses an opinion with adequate support.

3.4 Students should be able to apply rules of sentence structure, grammar and mechanics to academic writing tasks at the elementary and lower intermediate level. These writing tasks will be presented in the core writing textbook, *First Steps in Academic Writing*, but may also be taken from the core grammar textbook, *Fundamentals of English Grammar* (ENGL 102).

ENGL 111 and ENGL 121

Course Description

This is a four-month course in oral and written communication designed for students in their second semester of the 2-Year Pre-Professional Program. It emphasizes the development of listening and speaking skills essential for daily communication tasks inside and outside of the classroom. It also includes regular composition exercises to give students writing practice at the paragraph level. The approach is multi-skilled; all four language skills are developed systematically and new vocabulary is integrated into thematically arranged units. The course is divided into two components: an Oral Skills LAB and a Writing Workshop.

Prerequisites

Successful completion of ENGL 101 (with a grade of 60% or higher)

Goals and Performance Objectives

Goal 1.0 **To help students improve their listening comprehension skills**

1.1 Students should be able to comprehend an extended conversation between native speakers delivered at a normal speed.

1.2 Students should be able to comprehend general and academic lectures geared towards a university level audience.

Goal 2.0 **To help students improve their oral communication skills**

2.1 Students should be able to express themselves with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics.

2.2 Students should be able to demonstrate a reasonable degree of accuracy in pronunciation to fulfill communication tasks at a high intermediate level.

2.3 Students should be able to deliver a short (10-minute) oral presentation on an academic topic of their choice. This presentation should follow a structured outline and make use of visual aids as appropriate.

2.4 Students should be able to participate in discussion groups, demonstrating their ability to communicate on concrete topics related to particular interests and special fields of competence.

Goal 3.0 **To provide students with a developmental, step-by-step approach to paragraph writing in preparation for multi-paragraph report/essay writing at a high intermediate level**

3.1 Students should be familiar with the three stages of the writing process: prewriting, drafting and editing. They should be able to:

3.1.1 Demonstrate the use of the following techniques for generating ideas at the prewriting stage: brainstorming, free writing, WH-questions, clustering and making lists.

3.1.2 Understand the difference between revising and editing a text.

3.2 Students should be able to write a carefully constructed paragraph (10-15 sentences) in which they:

3.2.1 Formulate a topic sentence with a restricted topic and controlling idea.

3.2.2 Develop the paragraph with main points and support details.

3.2.3 Revise the paragraph to improve the unity and coherence.

3.3 Students should be able to discuss and analyze the methods of development and strategies that English language writers use in academic discourse in the following modes: narrative, descriptive and expository.

3.4 Students will be given a wide range of articles from general and academic publications, which they will be required to read, discuss and analyze. They should be able to:

3.4.1 Construct an outline of the article and demonstrate the method that the author has used to develop the central thesis.

3.4.2 Write a concise summary of the article in 1 – 2 paragraphs.

Course Coordination:

Course Co-ordinator	Mr. Ismail Abdur Rahman
Course Coordinator	Ms. Yvette Clow (Females)
Course Co-coordinator	Mr. Muhammad Shazan Danish (Jeddah)
Instructors	Mr. Shaheed Henderson
	Mr. Kashif Nuriddin
	Mr. Kal Chahal
	Ms. Catherine Ryan

ENGL 211 and ENGL 321

Course Description

This course consists of two interconnected components – an academic writing component conducted through a series of weekly workshops, and an advanced grammar component. The grammar component begins with a review of the English tense system and includes structures not covered at the intermediate level: the *past perfect progressive*, *future progressive*, *future perfect* and *future perfect progressive*. The remainder of the grammar component focuses on multi-clause sentence structures essential for academic writing. Students review the use of coordinating conjunctions in compound sentences, and gain extensive practice in analyzing and constructing complex sentences containing *noun clauses*, *adjective clauses* and a wide range of *adverbial clauses*. *Conditional sentences* are also included. The writing workshops provide students with a developmental, step-by-step approach to academic multi-paragraph report/essay writing at an advanced level.

Prerequisites: Successful completion of ENGL 112 (with a grade of 60% or higher)

Goals and Performance Objectives

Goal 1.0 To provide students with a systematic review of grammatical structures essential for oral and written communication tasks at an advanced level.

1.1 Students should be able to demonstrate mastery of the English tense system (i.e. be able to comprehend and use all of the active verb tenses and modal constructions outlined in Betty Azar's *Understanding and Using English Grammar, 4th Edition).*

1.2 Students should be able to comprehend and produce sentences in the passive voice and understand the importance of such structures in scientific writing. (*Although the passive forms were covered in ENGL 112, the students should be able to use them appropriately in the academic writing tasks of ENGL 211.)*

1.3 Students should be able to recognize the basic clausal patterns of English sentences and be able to expand a basic sentence skeleton by adding optional modifying adjectives and adverbial phrases.

1.4 Students should be able to comprehend and construct sentences of two or more clauses.

1.4.1 Students should be able to demonstrate mastery of the use of coordinating conjunctions in forming compound sentences.

1.4.2 Students should be able to demonstrate mastery of the use of subordinating conjunctions, and should be able to comprehend, analyze and produce complex sentences containing the following dependent clause structures:
- 1.4.2.1 Noun Clauses
- 1.4.2.2 Adjective Clauses
- 1.4.2.3 Adverbial Clauses

1.4.3 Students should be able to comprehend and produce all three of the conditional forms of English.

1.5 Students should be familiar with the basic conventions of standard written English and be able to apply the appropriate rules of grammar, mechanics and punctuation to their own academic writing.

Goal 2.0 **To provide students with a developmental, step-by-step approach to paragraph writing in preparation for multi-paragraph report/essay writing at the advanced level.**

2.1 Students should be familiar with the three stages of the writing process: prewriting, drafting and editing. They should be able to:

2.1.1 Demonstrate the use of the following techniques for generating ideas at the prewriting stage: brainstorming, making lists, using WH- questions, and clustering.

2.1.2 Understand the difference between revising and editing a text.

2.2 Students should be able to write a carefully constructed paragraph (10-15 sentences) in which they:

2.2.1 Formulate a topic sentence with a restricted topic and controlling idea.

2.2.2 Develop the paragraph with main points and support details.

2.2.3 Revise the paragraph to improve the unity and coherence.

2.3 Students should be able to analyze (and apply to their own writing) the methods of development that writers use in academic discourse in the following modes:

2.3.1 Classification Analysis

2.3.2 Process Analysis

2.3.3 Comparison and Contrast

2.4 Students will be introduced to the structure of a standard multi-paragraph essay containing an introduction with a strong thesis statement, a body of developmental paragraphs, and a conclusion. They should be able to write a formal essay (minimum 5 paragraphs) in which they:

2.4.1 Construct a standard outline illustrating the way in which the central idea (thesis) is developed.

2.4.2 Write a well-constructed introductory paragraph using the "funnel approach", where the paragraph opens with a general statement about the topic and then works towards a more specific thesis statement at or near the end of the introduction.

2.4.3 Write a body of developmental paragraphs, each of which contains an appropriate topic sentence and adequate support.

2.4.4 Write a conclusion which brings the paper to a logical end.

ENGL 212

Course Description

This is the advanced course in the *Reading and Vocabulary* sequence. It emphasizes the development of reading and critical thinking skills essential for academic studies at the university level. Vocabulary development is also stressed throughout the course. Glossary lists are used along with the reading passages in the core textbooks, and students are taught word building strategies. They are also taught how to infer the meaning of unknown words from context and are encouraged to use an English-English dictionary. Reading skills are reinforced through regular in-class activities and homework assignments.

Prerequisites: Successful completion of ENGL 113 (with a grade of 60% or higher)

Goals and Performance Objectives

Goal 1.0 **To help students improve their academic reading and critical thinking skills**
By the end of this course students should be able to read and comprehend general and academic texts written for university students at a high intermediate to low advanced level, applying both referencing and inferencing skills. Students should be able to:

1.1 Use sub-headings, graphics, bold, underlined or italic text, point form notes and topic sentences to correctly predict what a passage is about.

1.2 **Skim** a general or academic text of 800 – 1000 words within five minutes for the purpose of finding and recording/reporting the main ideas, i.e., determining the gist of the passage.

1.3 **Scan** a general or academic text of 800 – 1000 words for the purpose of finding and recording/reporting specific information.

1.4 Apply reading and critical thinking strategies to move beyond the literary meaning of a passage to interpret meaning, purpose, style and tone.

1.5 Interpret diagrams, charts and illustrations in order to understand information presented in non-prose format.

1.6 Take notes and organize information that has been read by completing outlines, tables or flowcharts.

1.7 Expand active and passive vocabulary by applying learning strategies for assimilating new words.

Appendix E: Coding framework

Tags' codes used to mark-up occurrences of first person pronouns

Pronoun	Tag Description	Tag Code	Tag
I	Text related	ITR	<pp1 type="Itr"></pp1>
I	Non -text related (Individual)	INTR Individual	<pp1 type="Intr"intr="Iind"></pp1>
I	Non-text related (Social)	INTR Social	<pp1 type="Intr"intr="Isoc"></pp1>
I	Non-text related (Individual + recounter of events)	INTR Irai	<pp1 type="Intr"intr="Irai"></pp1>
I	Non-text relate (Social +recounter of events)	INTR Iras	<pp1 type="Intr"intr="Iras"></pp1>
ME	Non-text related (individual)	Me NTR Individual	<pp2 type="me"pp2="ntr"ntr="ind"></pp2>
ME	Non-text related (social)	Me NTR Social	<pp2 type="me"pp2="ntr"ntr="soc"></pp2>
MY	Non-text related (Individual)	My NTR Individual	<pp2 type="my"pp2="ntr"ntr="ind"></pp2>
MY	Non-text related (Social)	My NTR Social	<pp2 type="my"pp2="ntr"ntr="soc"></pp2>
WE	People in general (identifying themselves with)	We pplGen idw	<pp4 type="we"pplGen="idw"></pp4>
WE	People specific: Muslims (identifying themselves with)	We pplSpc Mus idw	<pp4 type="we"pplSpc="Mus"Fun="idw"></pp4>
WE	People specific: Students (identifying themselves with)	We pplSpc Stu idw	<pp4 type="we"pplSpc="stu"Fun="idw"></pp4>
WE	People specific: Doctors (identifying themselves with)	We pplSpc Doc idw	<pp4 type="we"pplSpc="doc"Fun="idw"></pp4>
WE	People specific: Nurses (identifying themselves with)	We pplSpc Nus idw	<pp4 type="we"pplSpc="nur"Fun="idw"></pp4>
WE	People specific: Friends (identifying themselves with)	We pplSpc Frd idw	<pp4 type="we"pplSpc="frd"Fun="idw"></pp4>
WE	People specific: Saudi Society (identifying themselves with)	We pplSpc SAsoc idw	<pp4 type="we"pplSpc="SAsoc"Fun="idw"></pp4>
WE	People specific: Women (identifying themselves with)	We pplSpc Women idw	<pp4 type="we"pplSpc="women"Fun="idw"></pp4>

WE	People specific: Family Narrow (identifying themselves with)	We pplSpc FamNr idw	<pp4 type="we"pplSpc="FamNr"Fun="idw"></pp4>
WE	People specific: Friends (recounter of events)	We pplSpc Frd roe	<pp4 type="we"pplSpc="frd"Fun="roe"></pp4>
WE	People specific: Sisters (recounter of events)	We pplSpc Sis roe	<pp4 type="we"pplSpc="sis"Fun="roe"></pp4>
WE	People specific: Family Narrow (recounter of events)	We pplSpc FamNr roe	<pp4 type="we"pplSpc="FamNr"Fun="roe"></pp4>
US	People in general (identifying themselves with)	Us pplGen idw	<pp4 type="us"pplGen="idw"></pp4>
US	People specific: Muslims (identifying themselves with)	Us pplSpc Mus idw	<pp4 type="us"pplSpc="Mus"Fun="idw"></pp4>
US	People specific: Students (identifying themselves with)	Us pplSpc Stu idw	<pp4 type="us"pplSpc="stu"Fun="idw"></pp4>
US	People specific: Nurses (identifying themselves with)	Us pplSpc Nur idw	<pp4 type="us"pplSpc="nur"Fun="idw"></pp4>
US	People specific: Friends (identifying themselves with)	Us pplSpc Frd idw	<pp4 type="us"pplSpc="frd"Fun="idw"></pp4>
US	People specific: Saudi Society (identifying themselves with)	Us pplSpc SAsoc idw	<pp4 type="us"pplSpc="SAsoc"Fun="idw"></pp4>
US	People specific: Family Narrow (identifying themselves with)	Us pplSpc FamNr idw	<pp4 type="us"pplSpc="FamNr"Fun="idw"></pp4>
US	People specific: Friends (recounter of events)	Us pplSpc Frd roe	<pp4 type="us"pplSpc="frd"Fun="roe"></pp4>
US	People specific: Sisters (recounter of events)	Us pplSpc Sis roe	<pp4 type="us"pplSpc="sis"Fun="roe"></pp4>
OUR	People in general (identifying themselves with)	Our pplGen idw	<pp4 type="our"pplGen="idw"></pp4>
OUR	People specific: Muslims (identifying themselves with)	Our pplSpc Mus idw	<pp4 type="our"pplSpc="Mus"Fun="idw"></pp4>
OUR	People specific: Doctors (identifying themselves with)	Our pplSpc Dor idw	<pp4 type="our"pplSpc="doc"Fun="idw"></pp4>
OUR	People specific: Saudi Society (identifying themselves with)	Our pplSpc SAsoc idw	<pp4 type="our"pplSpc="SAsoc"Fun="idw"></pp4>
OUR	People specific: Women (identifying themselves with)	Our pplSpc Women idw	<pp4 type="our"pplSpc="women"Fun="idw"></pp4>
OUR	People specific: Friends (recounter of events)	Our pplSpc Frd roe	<pp4 type="our"pplSpc="frd"Fun="roe"></pp4>
OUR	People specific: Family Narrow (recounter of events)	Our pplSpc FamNr roe	<pp4 type="our"pplSpc="FamNr"Fun="roe"></pp4>

Appendix F: Documentation on the prompts utilised to elicit writing

CON-A prompts

	Prompt	Prompt Code	Stream	Level	Course	Type of text	Type of writing elicited	Number of respondents
1.	The expression "Never never give up" means to keep trying and never stop working for your goals. Do you agree or disagree with this statement? Use specific reasons and examples to support your answer.	1.1.1/A	1	1	ENGL 101	Essay	Argumentative	7
2.	Which would you choose: a high-paying job with long hours that would give you little time with family and friends or a lower- paying job with shorter hours that would give you more time with family and friends? Explain your choice, using specific reasons and details.	1.1.2/A	1	1	ENGL 101	Essay	Argumentative	6
3.	Is it better to enjoy your money when you earn it or is it better to save your money for some time in the future? Use specific reasons and examples to support your opinion.	1.1.3/A	1	1	ENGL 101	Essay	Argumentative	11
4.	What is the thing that you have learned from your past? What would you do differently if you could? Remember be specific.	1.1.4/A	1	1	ENGL 101	Essay	Reflective	11
5.	Write about the happiest day of your life. Remember to be specific	1.1.5/A	1	1	ENGL 101	Essay	Narrative	6

	Prompt	Prompt Code	Stream	Level	Course	Type of text	Type of writing elicited	Number of respondents
6.	Write an essay explaining what you think, and give specific examples and reasons. Choose one topic. What do you think the most serious problem in the world? Why?	1.2.1/A	1	2	ENGL 111	Essay	Argumentative	5
7.	Write an essay explaining what you think, and give specific examples and reasons. Choose one topic. Choose an important person that you have looked up to and who has helped you in your life.	1.2.2/A	1	2	ENGL 111	Essay	Argumentative/Narrative	10
8.	Write a paragraph comparing and contrasting two school systems.	1.2.3/A	1	2	ENGL 111	Paragraph	Comparison and contrast	4
9.	'When people succeed, it is because of hard word. Luck has nothing to do with success'. Do you agree or disagree with the quotation above? Use specific reasons and examples to explain your position.	1.2.4/A	1	2	ENGL 111	Paragraph	Argumentative	3
10.	Do you agree or disagree with the following statement? A person should never make important decision alone. Use specific reasons and examples to support your argument.	1.2.5/A	1	2	ENGL 111	Paragraph	Argumentative	3

	Prompt	Prompt Code	Stream	Level	Course	Type of text	Type of writing elicited	Number of respondents
11.	Some people try new things and take risks. Which do you prefer? Use reasons and examples to support your choice.	1.3.1/A	1	3	ENGL 211	Essay	Argumentative	4
12.	Some people believe that success in life comes from careful planning. In your opinion, what does success come from? Use specific reasons and examples to support your answer.	1.3.2/A	1	3	ENGL 211	Essay	Argumentative	9
13.	Describe a custom from your country that you would like people from other countries to adopt. Explain your choice, using specific reasons and examples.	1.3.3/A	1	3	ENGL 211	Essay	Expository/Argumentative	4
14.	Courage is the quality of being brave when you are facing something that is dangerous or that you fear. Discuss a time in your life when you displayed courage during a difficult time.	1.3.4/A	1	3	ENGL 211	Essay	Reflective/narrative	2
15.	College students are adults, not elementary school children. College students are mature enough to take charge of their own learning. Discuss your ability to meet your academic obligations in the university.	1.3.5/A	1	3	ENGL 211	Essay	Reflective	0
16.	Having goals makes you more successful because they keep your mind on what is really important to you. Discuss your current and future goals.	1.3.6/A	1	3	ENGL 211	Essay	Reflective	17
17.	If you have to choose a medical specialty, which one would you choose? Write a paragraph (around 100 words) justifying your choice.	1.3.7/A	1	3	ENGL 211	Paragraph	Reflective	15

Appendix G: Documentation on the prompts utilised to elicit writing

CON-J prompts

	Prompt	Prompt Code	Stream	Level	Course	Type of text	Type of writing elicited	Number of respondents
1.	Your plans for the coming summer vacation.	1.1.1/J	1	1	ENGL 101	Paragraph	Descriptive	25
2.	Introduce a person to your teacher in a paragraph. Write 3 abilities and 3 characteristics about that person.	1.1.2/J	1	1	ENGL 101	Paragraph	Descriptive	5
3.	Write a paragraph about an embarrassing moment you have passed through.	1.1.3/J	1	1	ENGL 101	Paragraph	Reflective/Narrative	6
4.	Your routine on a working day	1.1.4/J	1	1	ENGL 101	Paragraph	Descriptive	0
5.	The activities you do at the beach.	1.1.5/J	1	1	ENGL 101	Paragraph	Descriptive	0
	Prompt	**Prompt Code**	**Stream**	**Level**	**Course**	**Type of text**	**Type of writing elicited**	**Number of respondents**
6.	Ways to deal with examination stress	1.2.1/J	1	2	ENGL 121	Paragraph	Descriptive	4
7.	The most interesting place you have ever visited	1.2.2/J	1	2	ENGL 121	Paragraph	Descriptive	3
8.	Why you have chosen nursing as your profession?	1.2.3/J	1	2	ENGL 121	Paragraph	Reflective	4
9.	Importance of technology in our lives.	1.2.4/J	1	2	ENGL 121	Paragraph	Argumentative	2
10.	How healthy is your diet? Why do you think it is?	1.2.5/J	1	2	ENGL 121	Paragraph	Reflective	0
11.	What do you like doing when are on a holiday?	1.2.6/J	1	2	ENGL121	Paragraph	Description	4

	Prompt	Prompt Code	Stream	Level	Course	Type of text	Type of writing elicited	Number of respondents
12.	Write a coherent paragraph on one of the following topics. Write at least ten sentences to develop your ideas. Your plans for the coming summer vacation.	1.3.1/J	1	3	ENGL 231	Paragraph	Descriptive	13
13.	Write a coherent paragraph on one of the following topics. Write at least ten sentences to develop your ideas. In your view is it important for a person to eat healthy food and exercise regularly? Discuss.	1.3.2/J	1	3	ENGL 231	Paragraph	Argumentative	11
14.	Write a coherent paragraph on one of the following topics. Write at least ten sentences to develop your ideas. Your plans for the coming summer vacation.	1.3.3/J	1	3	ENGL 231	Paragraph	Descriptive	7
15.	Write a coherent paragraph on one of the following topics. Write at least ten sentences to develop your ideas. How can you reduce your stress during examination time?	1.3.4/J	1	3	ENGL 231	Paragraph	Descriptive	5
16.	Write a coherent paragraph on one of the following topics. Write three paragraphs to develop your ideas. It is difficult to imagine our life without a mobile phone. What in your view are the advantages and disadvantages of this device?	1.3.5/J	1	3	ENGL 231	Paragraph	Comparison and contrast	27
17.	Write a coherent paragraph on one of the following topics. Write three paragraphs to develop your ideas. Time is limited but we have a lot of things to do. How can we manage our time well?	1.3.6/J	1	3	ENGL 231	Paragraph	Descriptive	9

Appendix H: Results for CON-A

A distribution of normalised frequencies of roles occupied by first person pronouns in CON-A' corpus

Pronoun	Tag Code	ID	Matches	No. of words per text	Norm.
I	ITR	A058aS1L1ess	1	423	0.24
I	ITR	A066aS1L1ess	1	130	0.77
I	ITR	A046bS1L2ess	1	374	0.27
I	ITR	A057bS1L2ess	1	189	0.53
I	ITR	A065bS1L2par	1	214	0.47
I	ITR	A066bS1L2par	1	164	0.61
I	ITR	A067S1L2par	1	174	0.57
I	ITR	A047cS1L3ess	2	322	0.62
I	ITR	A051cS1L3ess	1	209	0.48
I	ITR	A069bS1L3ess	3	181	1.66
I	ITR	A087bS1L3ess	2	272	0.74
I	ITR	A016S2L1ess	1	232	0.43
I	ITR	A020S2L1ess	1	111	0.90
I	ITR	A001bS2L2ess	1	259	0.39
I	ITR	A008bS2L2ess	1	232	0.43
I	ITR	A073aS1L1ess	1	254	0.39
I	ITR	A029S2L1ess	1	123	0.81
I	ITR	A074aS1L1ess	1	397	0.25
I	INTR Individual	A040S2L1ess	1	252	0.40
I	INTR Individual	A037S2L1ess	1	218	0.46
I	INTR Individual	A035S2L1ess	1	311	0.32
I	INTR Individual	A034S2L1ess	1	232	0.43
I	INTR Individual	A033S2L1ess	1	178	0.56
I	INTR Individual	A027S2L1ess	2	206	0.97
I	INTR Individual	A026S2L1ess	1	212	0.47
I	INTR Individual	A025S2L1ess	2	299	0.67
I	INTR Individual	A097S1L3ess	5	172	2.91
I	INTR Individual	A096bS1L3ess	2	118	1.69

I	INTR Individual	A095S1L3ess	2	276	0.72
I	INTR Individual	A094S1L3ess	7	134	5.22
I	INTR Individual	A093S1L3ess	24	254	9.45
I	INTR Individual	A092S1L3ess	7	203	3.45
I	INTR Individual	A091S1L3ess	8	287	2.79
I	INTR Individual	A088S1L3ess	9	178	5.06
I	INTR Individual	A087bS1L3ess	8	272	2.94
I	INTR Individual	A087aS1L1ess	12	307	3.91
I	INTR Individual	A086bS1L3ess	5	237	2.11
I	INTR Individual	A086aS1L1ess	5	252	1.98
I	INTR Individual	A085S1L1ess	1	202	0.50
I	INTR Individual	A084bS1L3ess	13	217	5.99
I	INTR Individual	A083S1L1ess	3	291	1.03
I	INTR Individual	A082bS1L3ess	11	172	6.40
I	INTR Individual	A080S1L1ess	3	286	1.05
I	INTR Individual	A078S1L1ess	1	261	0.38
I	INTR Individual	A076S1L3ess	1	170	0.59
I	INTR Individual	A074bS1L3ess	12	348	3.45
I	INTR Individual	A074aS1L1ess	6	397	1.51
I	INTR Individual	A073bS1L3ess	1	226	0.44
I	INTR Individual	A073aS1L1ess	1	254	0.39
I	INTR Individual	A072S1L1ess	11	223	4.93
I	INTR Individual	A071bS1L2par	1	141	0.71
I	INTR Individual	A070bS1L2par	5	227	2.20
I	INTR Individual	A070aS1L1ess	12	216	5.56
I	INTR Individual	A069bS1L3ess	3	181	1.66
I	INTR Individual	A069aS1L1ess	1	182	0.55
I	INTR Individual	A068S1L2par	1	108	0.93
I	INTR Individual	A066bS1L2par	4	164	2.44
I	INTR Individual	A066aS1L1ess	8	130	6.15
I	INTR Individual	A065bS1L2par	1	214	0.47
I	INTR Individual	A065aS1L1ess	12	187	6.42
I	INTR Individual	A064bS1L2par	2	179	1.12
I	INTR Individual	A063S1L3ess	1	242	0.41
I	INTR Individual	A061S1L1ess	17	245	6.94
I	INTR Individual	A023S2L1ess	2	221	0.90
I	INTR Individual	A017S2L1ess	2	161	1.24
I	INTR Individual	A060aS1L1ess	12	235	5.11
I	INTR Individual	A059dS1L3par	4	79	5.06

I	INTR Individual	A059cS1L3ess	2	187	1.07
I	INTR Individual	A059bS1L2ess	3	262	1.15
I	INTR Individual	A059aS1L1ess	1	292	0.34
I	INTR Individual	A058dS1L3par	3	423	0.71
I	INTR Individual	A058cS1L3ess	1	334	0.30
I	INTR Individual	A056dS1L3ess	3	248	1.21
I	INTR Individual	A056bS1L1ess	3	487	0.62
I	INTR Individual	A056aS1L1ess	10	208	4.81
I	INTR Individual	A056eS1L3par	2	115	1.74
I	INTR Individual	A055cS1L3ess	4	295	1.36
I	INTR Individual	A055bS1L2ess	7	344	2.03
I	INTR Individual	A054cS1L3par	1	127	0.79
I	INTR Individual	A054aS1L1ess	3	451	0.67
I	INTR Individual	A053cS1L3ess	5	291	1.72
I	INTR Individual	A053bS1L2ess	2	392	0.51
I	INTR Individual	A053aS1L1ess	1	487	0.21
I	INTR Individual	A052dS1L3par	1	105	0.95
I	INTR Individual	A052cS1L3ess	3	215	1.40
I	INTR Individual	A052bS1L2ess	4	318	1.26
I	INTR Individual	A052aS1L1ess	1	356	0.28
I	INTR Individual	A051dS1L3par	4	114	3.51
I	INTR Individual	A051cS1L3ess	2	209	0.96
I	INTR Individual	A051aS1L1ess	1	230	0.43
I	INTR Individual	A051bS1L2ess	1	253	0.40
I	INTR Individual	A050dS1L3par	6	110	5.45
I	INTR Individual	A050cS1L3ess	7	216	3.24
I	INTR Individual	A050bS1L2ess	5	338	1.48
I	INTR Individual	A049dS1L3par	7	97	7.22
I	INTR Individual	A049bS1L2ess	2	168	1.19
I	INTR Individual	A049aS1L1ess	25	409	6.11
I	INTR Individual	A048dS1L3par	6	99	6.06
I	INTR Individual	A048cS1L3ess	1	170	0.59
I	INTR Individual	A048bS1L2ess	1	272	0.37
I	INTR Individual	A048aS1L1ess	6	220	2.73
I	INTR Individual	A047dS1L3par	4	110	3.64
I	INTR Individual	A047cS1L3ess	14	322	4.35
I	INTR Individual	A047aS1L1ess	3	459	0.65
I	INTR Individual	A047bS1L2ess	3	322	0.93
I	INTR Individual	A046dS1L3par	1	94	1.06

I	INTR Individual	A046cS1L3ess	1	301	0.33
I	INTR Individual	A046aS1L1ess	1	416	0.24
I	INTR Individual	A046bS1L2ess	4	374	1.07
I	INTR Individual	A045bS1L2par	3	141	2.13
I	INTR Individual	A045aS1L1ess	15	323	4.64
I	INTR Individual	A044dS1L3par	1	70	1.43
I	INTR Individual	A044aS1L1ess	1	181	0.55
I	INTR Individual	A057bS1L2ess	2	189	1.06
I	INTR Individual	A044bS1L2ess	2	168	1.19
I	INTR Individual	A043cS1L3ess	3	269	1.12
I	INTR Individual	A043aS1L1ess	6	550	1.09
I	INTR Individual	A043dS1L3par	9	110	8.18
I	INTR Individual	A043bS1L2ess	7	413	1.69
I	INTR Individual	A014bS2L2ess	4	383	1.04
I	INTR Individual	A013bS2L2ess	6	277	2.17
I	INTR Individual	A012S2L2ess	10	277	3.61
I	INTR Individual	A009bS2L2ess	7	177	3.95
I	INTR Individual	A008bS2L2ess	3	232	1.29
I	INTR Individual	A007bS2L2ess	7	226	3.10
I	INTR Individual	A005bS2L2ess	5	243	2.06
I	INTR Individual	A004bS2L2ess	4	234	1.71
I	INTR Individual	A001bS2L2ess	2	259	0.77
I	INTR Individual	A042S2L2ess	5	261	1.92
I	INTR Social	A060aS1L1ess	2	235	0.85
I	INTR Social	A061S1L1ess	1	245	0.41
I	INTR Social	A064aS1L1ess	2	151	1.32
I	INTR Social	A065aS1L1ess	6	187	3.21
I	INTR Social	A066aS1L1ess	2	130	1.54
I	INTR Social	A070aS1L1ess	3	216	1.39
I	INTR Social	A072S1L1ess	4	223	1.79
I	INTR Social	A075S1L1ess	3	172	1.74
I	INTR Social	A080S1L1ess	1	286	0.35
I	INTR Social	A085S1L1ess	2	202	0.99
I	INTR Social	A086aS1L1ess	1	252	0.40
I	INTR Social	A087aS1L1ess	1	307	0.33

I	INTR Social	A043bS1L2ess	11	413	2.66
I	INTR Social	A044bS1L2ess	4	168	2.38
I	INTR Social	A045bS1L2par	2	141	1.42
I	INTR Social	A046bS1L2ess	6	374	1.60
I	INTR Social	A047bS1L2ess	11	322	3.42
I	INTR Social	A050bS1L2ess	7	338	2.07
I	INTR Social	A051bS1L2ess	1	253	0.40
I	INTR Social	A052bS1L2ess	2	318	0.63
I	INTR Social	A053bS1L2ess	8	392	2.04
I	INTR Social	A055bS1L2ess	2	344	0.58
I	INTR Social	A057bS1L2ess	2	189	1.06
I	INTR Social	A059bS1L2ess	1	262	0.38
I	INTR Social	A049cS1L3ess	1	199	0.50
I	INTR Social	A052cS1L3ess	1	215	0.47
I	INTR Social	A053cS1L3ess	1	291	0.34
I	INTR Social	A056dS1L3ess	2	248	0.81
I	INTR Social	A057cS1L3ess	1	199	0.50
I	INTR Social	A059cS1L3ess	2	187	1.07
I	INTR Social	A069bS1L3ess	1	181	0.55
I	INTR Social	A074bS1L3ess	1	348	0.29
I	INTR Social	A082bS1L3ess	1	172	0.58
I	INTR Social	A084bS1L3ess	4	217	1.84
I	INTR Social	A086bS1L3ess	8	237	3.38
I	INTR Social	A087bS1L3ess	1	272	0.37
I	INTR Social	A088S1L3ess	1	178	0.56
I	INTR Social	A091S1L3ess	3	287	1.05
I	INTR Social	A092S1L3ess	4	203	1.97
I	INTR Social	A093S1L3ess	2	254	0.79
I	INTR Social	A044dS1L3par	1	70	1.43
I	INTR Social	A046dS1L3par	1	94	1.06
I	INTR Social	A047dS1L3par	2	110	1.82
I	INTR Social	A048dS1L3par	1	99	1.01
I	INTR Social	A051dS1L3par	2	114	1.75
I	INTR Social	A054cS1L3par	2	127	1.57
I	INTR Social	A055dS1L3par	3	116	2.59
I	INTR Social	A059dS1L3par	4	79	5.06
I	INTR Social	A042S2L2ess	18	261	6.90
I	INTR Social	A004bS2L2ess	6	234	2.56
I	INTR Social	A005bS2L2ess	1	243	0.41

I	INTR Social	A006bS2L2ess	2	244	0.82
I	INTR Social	A007bS2L2ess	4	226	1.77
I	INTR Social	A008bS2L2ess	4	232	1.72
I	INTR Social	A013bS2L2ess	1	277	0.36
I	INTR Social	A014bS2L2ess	1	383	0.26
I	INTR Social	A023S2L1ess	1	221	0.45
I	INTR Irai	A043aS1L1ess	15	550	2.73
I	INTR Irai	A044aS1L1ess	5	181	2.76
I	INTR Irai	A046aS1L1ess	8	416	1.92
I	INTR Irai	A047aS1L1ess	20	459	4.36
I	INTR Irai	A048aS1L1ess	9	220	4.09
I	INTR Irai	A049aS1L1ess	6	409	1.47
I	INTR Irai	A050aS1L1ess	4	297	1.35
I	INTR Irai	A051aS1L1ess	17	230	7.39
I	INTR Irai	A052aS1L1ess	4	356	1.12
I	INTR Irai	A053aS1L1ess	11	487	2.26
I	INTR Irai	A054aS1L1ess	9	451	2.00
I	INTR Irai	A055aS1L1ess	14	425	3.29
I	INTR Irai	A056bS1L1ess	17	487	3.49
I	INTR Irai	A057aS1L1ess	15	187	8.02
I	INTR Irai	A058aS1L1ess	10	423	2.36
I	INTR Irai	A059aS1L1ess	14	292	4.79
I	INTR Irai	A060aS1L1ess	2	235	0.85
I	INTR Irai	A080S1L1ess	2	286	0.70
I	INTR Irai	A086aS1L1ess	1	252	0.40
I	INTR Irai	A087aS1L1ess	1	307	0.33
I	INTR Irai	A044bS1L2ess	1	168	0.60
I	INTR Irai	A049bS1L2ess	2	168	1.19
I	INTR Irai	A051bS1L2ess	7	253	2.77
I	INTR Irai	A052bS1L2ess	2	318	0.63
I	INTR Irai	A053bS1L2ess	4	392	1.02
I	INTR Irai	A055bS1L2ess	6	344	1.74
I	INTR Irai	A057bS1L2ess	1	189	0.53
I	INTR Irai	A071bS1L2par	5	141	3.55
I	INTR Irai	A052cS1L3ess	1	215	0.47
I	INTR Irai	A053cS1L3ess	6	291	2.06
I	INTR Irai	A063S1L3ess	19	242	7.85

I	INTR Irai	A073bS1L3ess	1	226	0.44
I	INTR Irai	A076S1L3ess	2	137	1.46
I	INTR Irai	A082bS1L3ess	3	172	1.74
I	INTR Irai	A084bS1L3ess	1	217	0.46
I	INTR Irai	A003bS2L2ess	25	324	7.72
I	INTR Irai	A005bS2L2ess	8	243	3.29
I	INTR Irai	A014bS2L2ess	4	383	1.04
I	INTR Irai	A073aS1L1ess	3	254	1.18
I	INTR Irai	A078S1L1ess	2	261	0.77
I	INTR Iras	A043aS1L1ess	17	550	3.09
I	INTR Iras	A044aS1L1ess	10	181	5.52
I	INTR Iras	A046aS1L1ess	12	416	2.88
I	INTR Iras	A047aS1L1ess	9	459	1.96
I	INTR Iras	A048aS1L1ess	2	220	0.91
I	INTR Iras	A049aS1L1ess	7	409	1.71
I	INTR Iras	A050aS1L1ess	9	297	3.03
I	INTR Iras	A051aS1L1ess	15	230	6.52
I	INTR Iras	A052aS1L1ess	3	356	0.84
I	INTR Iras	A053aS1L1ess	12	487	2.46
I	INTR Iras	A054aS1L1ess	21	451	4.66
I	INTR Iras	A055aS1L1ess	3	425	0.71
I	INTR Iras	A056bS1L1ess	11	487	2.26
I	INTR Iras	A057aS1L1ess	2	187	1.07
I	INTR Iras	A058aS1L1ess	9	423	2.13
I	INTR Iras	A059aS1L1ess	9	292	3.08
I	INTR Iras	A086aS1L1ess	6	252	2.38
I	INTR Iras	A043bS1L2ess	2	413	0.48
I	INTR Iras	A051bS1L2ess	9	253	3.56
I	INTR Iras	A053bS1L2ess	10	392	2.55
I	INTR Iras	A057bS1L2ess	1	189	0.53
I	INTR Iras	A071bS1L2par	2	141	1.42
I	INTR Iras	A053cS1L3ess	1	291	0.34
I	INTR Iras	A073bS1L3ess	2	226	0.88
I	INTR Iras	A003bS2L2ess	2	324	0.62
I	INTR Iras	A060aS1L1ess	4	235	1.70

ME	Me NTR Individual	A050aS1L1ess	1	297	0.34
ME	Me NTR Individual	A061S1L1ess	2	245	0.82
ME	Me NTR Individual	A065aS1L1ess	1	187	0.53
ME	Me NTR Individual	A085S1L1ess	1	202	0.50
ME	Me NTR Individual	A046bS1L2ess	1	374	0.27
ME	Me NTR Individual	A047bS1L2ess	2	322	0.62
ME	Me NTR Individual	A049bS1L2ess	1	168	0.60
ME	Me NTR Individual	A053bS1L2ess	1	392	0.26
ME	Me NTR Individual	A055bS1L2ess	1	344	0.29
ME	Me NTR Individual	A046cS1L3ess	1	301	0.33
ME	Me NTR Individual	A047cS1L3ess	1	322	0.31
ME	Me NTR Individual	A055cS1L3ess	2	295	0.68
ME	Me NTR Individual	A069bS1L3ess	1	181	0.55
ME	Me NTR Individual	A074bS1L3ess	6	348	1.72
ME	Me NTR Individual	A088S1L3ess	1	178	0.56
ME	Me NTR Individual	A090bS1L3ess	2	159	1.26
ME	Me NTR Individual	A091S1L3ess	1	287	0.35
ME	Me NTR Individual	A092S1L3ess	2	203	0.99
ME	Me NTR Individual	A093S1L3ess	2	254	0.79
ME	Me NTR Individual	A095S1L3ess	1	276	0.36
ME	Me NTR Individual	A043dS1L3par	1	110	0.91
ME	Me NTR Individual	A046dS1L3par	2	94	2.13
ME	Me NTR Individual	A047dS1L3par	1	110	0.91
ME	Me NTR Individual	A049dS1L3par	1	97	1.03
ME	Me NTR Individual	A054cS1L3par	2	127	1.57
ME	Me NTR Individual	A058dS1L3par	1	423	0.24
ME	Me NTR Individual	A042S2L2ess	1	261	0.38
ME	Me NTR Individual	A005bS2L2ess	1	243	0.41
ME	Me NTR Individual	A007bS2L2ess	1	226	0.44
ME	Me NTR Individual	A008bS2L2ess	1	232	0.43
ME	Me NTR Individual	A013bS2L2ess	1	277	0.36
ME	Me NTR Individual	A014bS2L2ess	4	383	1.04
ME	Me NTR Individual	A078S1L1ess	3	261	1.15
ME	Me NTR Individual	A023S2L1ess	1	221	0.45
ME	Me NTR Social	A045aS1L1ess	1	323	0.31
ME	Me NTR Social	A066aS1L1ess	1	130	0.77
ME	Me NTR Social	A085S1L1ess	1	202	0.50

ME	Me NTR Social	A087aS1L1ess	2	307	0.65
ME	Me NTR Social	A045bS1L2par	2	141	1.42
ME	Me NTR Social	A046bS1L2ess	5	374	1.34
ME	Me NTR Social	A047bS1L2ess	3	322	0.93
ME	Me NTR Social	A049bS1L2ess	9	168	5.36
ME	Me NTR Social	A050bS1L2ess	12	338	3.55
ME	Me NTR Social	A055bS1L2ess	24	344	6.98
ME	Me NTR Social	A071bS1L2par	1	141	0.71
ME	Me NTR Social	A052cS1L3ess	1	215	0.47
ME	Me NTR Social	A059cS1L3ess	1	187	0.53
ME	Me NTR Social	A069bS1L3ess	1	181	0.55
ME	Me NTR Social	A086bS1L3ess	1	237	0.42
ME	Me NTR Social	A087bS1L3ess	3	272	1.10
ME	Me NTR Social	A091S1L3ess	1	287	0.35
ME	Me NTR Social	A092S1L3ess	5	203	2.46
ME	Me NTR Social	A042S2L2ess	1	261	0.38
ME	Me NTR Social	A004bS2L2ess	2	234	0.85
ME	Me NTR Social	A005bS2L2ess	3	243	1.23
ME	Me NTR Social	A007bS2L2ess	5	226	2.21
ME	Me NTR Social	A008bS2L2ess	2	232	0.86
ME	Me NTR Social	A013bS2L2ess	1	277	0.36
ME	Me NTR Social	A014bS2L2ess	9	383	2.35
ME	Me NTR Social	A073aS1L1ess	1	254	0.39
ME	Me NTR Individual	A043aS1L1ess	2	550	0.36
ME	Me NTR Individual	A051aS1L1ess	1	230	0.43
ME	Me NTR Individual	A053aS1L1ess	1	487	0.21
ME	Me NTR Individual	A054aS1L1ess	2	451	0.44
ME	Me NTR Individual	A055aS1L1ess	1	425	0.24
ME	Me NTR Individual	A057aS1L1ess	2	187	1.07
ME	Me NTR Individual	A063S1L3ess	2	242	0.83
ME	Me NTR Individual	A003bS2L2ess	1	324	0.31
ME	Me NTR Individual	A005bS2L2ess	1	243	0.41
ME	Me NTR Social	A043aS1L1ess	7	550	1.27
ME	Me NTR Social	A044aS1L1ess	4	181	2.21
ME	Me NTR Social	A046aS1L1ess	1	416	0.24

ME	Me NTR Social	A047aS1L1ess	8	459	1.74
ME	Me NTR Social	A049aS1L1ess	10	409	2.44
ME	Me NTR Social	A051aS1L1ess	1	230	0.43
ME	Me NTR Social	A053aS1L1ess	16	487	3.29
ME	Me NTR Social	A054aS1L1ess	8	451	1.77
ME	Me NTR Social	A055aS1L1ess	3	425	0.71
ME	Me NTR Social	A056bS1L1ess	1	487	0.21
ME	Me NTR Social	A058aS1L1ess	3	423	0.71
ME	Me NTR Social	A080S1L1ess	1	286	0.35
ME	Me NTR Social	A086aS1L1ess	1	252	0.40
ME	Me NTR Social	A043bS1L2ess	10	413	2.42
ME	Me NTR Social	A044bS1L2ess	7	168	4.17
ME	Me NTR Social	A051bS1L2ess	12	253	4.74
ME	Me NTR Social	A053bS1L2ess	6	392	1.53
ME	Me NTR Social	A057bS1L2ess	3	189	1.59
ME	Me NTR Social	A071bS1L2par	1	141	0.71
ME	Me NTR Social	A063S1L3ess	2	242	0.83
ME	Me NTR Social	A003bS2L2ess	5	324	1.54
ME	Me NTR Social	A078S1L1ess	5	261	1.92
MY	My NTR Individual	A045aS1L1ess	14	323	4.33
MY	My NTR Individual	A046aS1L1ess	1	416	0.24
MY	My NTR Individual	A047aS1L1ess	4	459	0.87
MY	My NTR Individual	A048aS1L1ess	2	220	0.91
MY	My NTR Individual	A049aS1L1ess	2	409	0.49
MY	My NTR Individual	A050aS1L1ess	3	297	1.01
MY	My NTR Individual	A051aS1L1ess	1	230	0.43
MY	My NTR Individual	A053aS1L1ess	2	487	0.41
MY	My NTR Individual	A054aS1L1ess	4	451	0.89
MY	My NTR Individual	A055aS1L1ess	2	425	0.47
MY	My NTR Individual	A056aS1L1ess	4	208	1.92
MY	My NTR Individual	A056bS1L1ess	3	487	0.62
MY	My NTR Individual	A059aS1L1ess	1	292	0.34
MY	My NTR Individual	A060aS1L1ess	2	235	0.85
MY	My NTR Individual	A061S1L1ess	10	245	4.08
MY	My NTR Individual	A070aS1L1ess	4	216	1.85
MY	My NTR Individual	A071aS1L1ess	1	231	0.43
MY	My NTR Individual	A074aS1L1ess	1	397	0.25

MY	My NTR Individual	A077S1L1ess	1	170	0.59
MY	My NTR Individual	A082aS1L1ess	1	108	0.93
MY	My NTR Individual	A083S1L1ess	1	291	0.34
MY	My NTR Individual	A087aS1L1ess	8	307	2.61
MY	My NTR Individual	A043bS1L2ess	7	413	1.69
MY	My NTR Individual	A044bS1L2ess	2	168	1.19
MY	My NTR Individual	A045bS1L2par	1	141	0.71
MY	My NTR Individual	A046bS1L2ess	5	374	1.34
MY	My NTR Individual	A047bS1L2ess	1	322	0.31
MY	My NTR Individual	A048bS1L2ess	1	272	0.37
MY	My NTR Individual	A049bS1L2ess	6	168	3.57
MY	My NTR Individual	A050bS1L2ess	5	338	1.48
MY	My NTR Individual	A051bS1L2ess	1	253	0.40
MY	My NTR Individual	A052bS1L2ess	1	318	0.31
MY	My NTR Individual	A055bS1L2ess	18	344	5.23
MY	My NTR Individual	A057bS1L2ess	1	189	0.53
MY	My NTR Individual	A065bS1L2par	2	214	0.93
MY	My NTR Individual	A067S1L2par	3	174	1.72
MY	My NTR Individual	A071bS1L2par	6	141	4.26
MY	My NTR Individual	A044cS1L3ess	1	198	0.51
MY	My NTR Individual	A047cS1L3ess	3	322	0.93
MY	My NTR Individual	A048cS1L3ess	1	170	0.59
MY	My NTR Individual	A049cS1L3ess	1	199	0.50
MY	My NTR Individual	A050cS1L3ess	5	216	2.31
MY	My NTR Individual	A051cS1L3ess	5	209	2.39
MY	My NTR Individual	A053cS1L3ess	4	291	1.37
MY	My NTR Individual	A054bS1L3ess	4	273	1.47
MY	My NTR Individual	A057cS1L3ess	5	199	2.51
MY	My NTR Individual	A059cS1L3ess	3	187	1.60
MY	My NTR Individual	A060bS1L3ess	1	150	0.67
MY	My NTR Individual	A063S1L3ess	3	242	1.24
MY	My NTR Individual	A078S1L1ess	4	261	1.53
MY	My NTR Individual	A069bS1L3ess	1	181	0.55
MY	My NTR Individual	A074bS1L3ess	17	348	4.89
MY	My NTR Individual	A076S1L3ess	1	137	0.73
MY	My NTR Individual	A082bS1L3ess	3	172	1.74
MY	My NTR Individual	A084bS1L3ess	8	217	3.69
MY	My NTR Individual	A086bS1L3ess	7	237	2.95
MY	My NTR Individual	A087bS1L3ess	9	272	3.31

MY	My NTR Individual	A088S1L3ess	16	178	8.99
MY	My NTR Individual	A091S1L3ess	2	287	0.70
MY	My NTR Individual	A092S1L3ess	4	203	1.97
MY	My NTR Individual	A093S1L3ess	4	254	1.57
MY	My NTR Individual	A094S1L3ess	5	134	3.73
MY	My NTR Individual	A096bS1L3ess	1	118	0.85
MY	My NTR Individual	A097S1L3ess	5	172	2.91
MY	My NTR Individual	A044dS1L3par	1	70	1.43
MY	My NTR Individual	A047dS1L3par	4	110	3.64
MY	My NTR Individual	A049dS1L3par	2	97	2.06
MY	My NTR Individual	A052dS1L3par	1	105	0.95
MY	My NTR Individual	A056eS1L3par	1	115	0.87
MY	My NTR Individual	A058dS1L3par	1	423	0.24
MY	My NTR Individual	A059dS1L3par	1	79	1.27
MY	My NTR Individual	A017S2L1ess	1	161	0.62
MY	My NTR Individual	A030S2L1ess	1	243	0.41
MY	My NTR Individual	A032S2L1ess	1	204	0.49
MY	My NTR Individual	A034S2L1ess	1	232	0.43
MY	My NTR Individual	A040S2L1ess	1	252	0.40
MY	My NTR Individual	A042S2L2ess	1	261	0.38
MY	My NTR Individual	A001bS2L2ess	1	259	0.39
MY	My NTR Individual	A004bS2L2ess	2	234	0.85
MY	My NTR Individual	A005bS2L2ess	8	243	3.29
MY	My NTR Individual	A008bS2L2ess	6	232	2.59
MY	My NTR Individual	A009bS2L2ess	2	177	1.13
MY	My NTR Individual	A012S2L2ess	4	277	1.44
MY	My NTR Individual	A013bS2L2ess	5	277	1.81
MY	My NTR Individual	A014bS2L2ess	1	383	0.26
MY	My NTR Individual	A064bS1L2par	3	179	1.68
MY	My NTR Individual	A023S2L1ess	1	221	0.45
MY	My NTR Individual	A026S2L1ess	1	212	0.47
MY	My NTR Social	A045aS1L1ess	1	323	0.31
MY	My NTR Social	A048aS1L1ess	1	220	0.45
MY	My NTR Social	A050aS1L1ess	1	297	0.34
MY	My NTR Social	A056aS1L1ess	2	208	0.96
MY	My NTR Social	A061S1L1ess	1	245	0.41
MY	My NTR Social	A064aS1L1ess	2	151	1.32
MY	My NTR Social	A065aS1L1ess	2	187	1.07

MY	My NTR Social	A066aS1L1ess	2	130	1.54
MY	My NTR Social	A070aS1L1ess	3	216	1.39
MY	My NTR Social	A072S1L1ess	2	223	0.90
MY	My NTR Social	A074aS1L1ess	1	397	0.25
MY	My NTR Social	A085S1L1ess	1	202	0.50
MY	My NTR Social	A087aS1L1ess	6	307	1.95
MY	My NTR Social	A043bS1L2ess	10	413	2.42
MY	My NTR Social	A044bS1L2ess	1	168	0.60
MY	My NTR Social	A046bS1L2ess	2	374	0.53
MY	My NTR Social	A047bS1L2ess	4	322	1.24
MY	My NTR Social	A049bS1L2ess	7	168	4.17
MY	My NTR Social	A050bS1L2ess	9	338	2.66
MY	My NTR Social	A051bS1L2ess	2	253	0.79
MY	My NTR Social	A055bS1L2ess	3	344	0.87
MY	My NTR Social	A057bS1L2ess	3	189	1.59
MY	My NTR Social	A065bS1L2par	1	214	0.47
MY	My NTR Social	A067S1L2par	4	174	2.30
MY	My NTR Social	A071bS1L2par	7	141	4.96
MY	My NTR Social	A052cS1L3ess	1	215	0.47
MY	My NTR Social	A069bS1L3ess	3	181	1.66
MY	My NTR Social	A074bS1L3ess	2	348	0.57
MY	My NTR Social	A084bS1L3ess	1	217	0.46
MY	My NTR Social	A086bS1L3ess	1	237	0.42
MY	My NTR Social	A087bS1L3ess	3	272	1.10
MY	My NTR Social	A090bS1L3ess	1	159	0.63
MY	My NTR Social	A091S1L3ess	3	287	1.05
MY	My NTR Social	A092S1L3ess	3	203	1.48
MY	My NTR Social	A093S1L3ess	2	254	0.79
MY	My NTR Social	A094S1L3ess	1	134	0.75
MY	My NTR Social	A047dS1L3par	1	110	0.91
MY	My NTR Social	A049dS1L3par	1	97	1.03
MY	My NTR Social	A015S2L1ess	1	219	0.46
MY	My NTR Social	A020S2L1ess	1	111	0.90
MY	My NTR Social	A042S2L2ess	14	261	5.36
MY	My NTR Social	A001bS2L2ess	13	259	5.02
MY	My NTR Social	A004bS2L2ess	13	234	5.56
MY	My NTR Social	A005bS2L2ess	9	243	3.70
MY	My NTR Social	A006bS2L2ess	5	244	2.05
MY	My NTR Social	A008bS2L2ess	7	232	3.02

MY	My NTR Social	A009bS2L2ess	11	177	6.21
MY	My NTR Social	A012S2L2ess	5	277	1.81
MY	My NTR Social	A013bS2L2ess	5	277	1.81
MY	My NTR Social	A015S2L1ess	1	219	0.46
MY	My NTR Social	A020S2L1ess	1	111	0.90

MY	My NTR Individual	A043aS1L1ess	2	550	0.36
MY	My NTR Individual	A044aS1L1ess	1	181	0.55
MY	My NTR Individual	A046aS1L1ess	16	416	3.85
MY	My NTR Individual	A047aS1L1ess	6	459	1.31
MY	My NTR Individual	A048aS1L1ess	2	220	0.91
MY	My NTR Individual	A049aS1L1ess	6	409	1.47
MY	My NTR Individual	A051aS1L1ess	3	230	1.30
MY	My NTR Individual	A052aS1L1ess	2	356	0.56
MY	My NTR Individual	A053aS1L1ess	18	487	3.70
MY	My NTR Individual	A054aS1L1ess	3	451	0.67
MY	My NTR Individual	A055aS1L1ess	6	425	1.41
MY	My NTR Individual	A057aS1L1ess	5	187	2.67
MY	My NTR Individual	A058aS1L1ess	4	423	0.95
MY	My NTR Individual	A059aS1L1ess	4	292	1.37
MY	My NTR Individual	A060aS1L1ess	3	235	1.28
MY	My NTR Individual	A080S1L1ess	1	286	0.35
MY	My NTR Individual	A086aS1L1ess	1	252	0.40
MY	My NTR Individual	A043bS1L2ess	2	413	0.48
MY	My NTR Individual	A051bS1L2ess	3	253	1.19
MY	My NTR Individual	A053bS1L2ess	6	392	1.53
MY	My NTR Individual	A052cS1L3ess	1	215	0.47
MY	My NTR Individual	A063S1L3ess	1	242	0.41
MY	My NTR Individual	A073bS1L3ess	3	226	1.33
MY	My NTR Individual	A076S1L3ess	2	137	1.46
MY	My NTR Individual	A003bS2L2ess	6	324	1.85
MY	My NTR Individual	A005bS2L2ess	3	243	1.23

MY	My NTR Social	A043aS1L1ess	19	550	3.45
MY	My NTR Social	A044aS1L1ess	1	181	0.55
MY	My NTR Social	A046aS1L1ess	5	416	1.20

MY	My NTR Social	A047aS1L1ess	20	459	4.36
MY	My NTR Social	A048aS1L1ess	2	220	0.91
MY	My NTR Social	A049aS1L1ess	11	409	2.69
MY	My NTR Social	A051aS1L1ess	2	230	0.87
MY	My NTR Social	A052aS1L1ess	11	356	3.09
MY	My NTR Social	A053aS1L1ess	10	487	2.05
MY	My NTR Social	A054aS1L1ess	3	451	0.67
MY	My NTR Social	A055aS1L1ess	28	425	6.59
MY	My NTR Social	A056bS1L1ess	3	487	0.62
MY	My NTR Social	A057aS1L1ess	6	187	3.21
MY	My NTR Social	A058aS1L1ess	2	423	0.47
MY	My NTR Social	A059aS1L1ess	18	292	6.16
MY	My NTR Social	A060aS1L1ess	10	235	4.26
MY	My NTR Social	A080S1L1ess	1	286	0.35
MY	My NTR Social	A086aS1L1ess	1	252	0.40
MY	My NTR Social	A043bS1L2ess	3	413	0.73
MY	My NTR Social	A044bS1L2ess	2	168	1.19
MY	My NTR Social	A051bS1L2ess	2	253	0.79
MY	My NTR Social	A057bS1L2ess	1	189	0.53
MY	My NTR Social	A063S1L3ess	7	242	2.89
MY	My NTR Social	A073bS1L3ess	3	226	1.33
MY	My NTR Social	A003bS2L2ess	9	324	2.78
MY	My NTR Social	A005bS2L2ess	1	243	0.41
MY	My NTR Social	A006bS2L2ess	2	244	0.82
MY	My NTR Social	A078S1L1ess	6	261	2.30
MINE	Mine NTR ras	A086aS1L1ess	1	252	0.40
MINE	Mine NTR ras	A053cS1L3ess	1	291	0.34
WE	We pplGen idw	A047aS1L1ess	1	459	0.22
WE	We pplGen idw	A050aS1L1ess	2	297	0.67
WE	We pplGen idw	A056bS1L1ess	4	487	0.82
WE	We pplGen idw	A058aS1L1ess	1	423	0.24
WE	We pplGen idw	A077S1L1ess	2	170	1.18
WE	We pplGen idw	A079S1L1ess	6	244	2.46
WE	We pplGen idw	A081S1L1ess	2	231	0.87
WE	We pplGen idw	A082aS1L1ess	3	108	2.78

WE	We pplGen idw	A083S1L1ess	1	291	0.34
WE	We pplGen idw	A087aS1L1ess	4	307	1.30
WE	We pplGen idw	A045bS1L2par	5	141	3.55
WE	We pplGen idw	A050bS1L2ess	1	338	0.30
WE	We pplGen idw	A052bS1L2ess	1	318	0.31
WE	We pplGen idw	A056cS1L2ess	13	295	4.41
WE	We pplGen idw	A058bS1L2ess	2	189	1.06
WE	We pplGen idw	A065bS1L2par	2	214	0.93
WE	We pplGen idw	A043cS1L3ess	1	269	0.37
WE	We pplGen idw	A044cS1L3ess	1	198	0.51
WE	We pplGen idw	A046cS1L3ess	4	301	1.33
WE	We pplGen idw	A047cS1L3ess	1	322	0.31
WE	We pplGen idw	A048cS1L3ess	9	170	5.29
WE	We pplGen idw	A049cS1L3ess	4	199	2.01
WE	We pplGen idw	A050cS1L3ess	1	216	0.46
WE	We pplGen idw	A052cS1L3ess	6	215	2.79
WE	We pplGen idw	A058cS1L3ess	1	334	0.30
WE	We pplGen idw	A059cS1L3ess	5	187	2.67
WE	We pplGen idw	A060bS1L3ess	8	150	5.33
WE	We pplGen idw	A069bS1L3ess	2	181	1.10
WE	We pplGen idw	A073bS1L3ess	1	226	0.44
WE	We pplGen idw	A074bS1L3ess	1	348	0.29
WE	We pplGen idw	A086bS1L3ess	1	237	0.42
WE	We pplGen idw	A090bS1L3ess	1	159	0.63
WE	We pplGen idw	A096bS1L3ess	2	118	1.69
WE	We pplGen idw	A050dS1L3par	1	110	0.91
WE	We pplGen idw	A055dS1L3par	1	116	0.86
WE	We pplGen idw	A001aS2L1ess	1	98	1.02
WE	We pplGen idw	A002S2L1ess	2	101	1.98
WE	We pplGen idw	A003aS2L1ess	1	151	0.66
WE	We pplGen idw	A005aS2L1ess	2	123	1.63
WE	We pplGen idw	A007aS2L1ess	1	103	0.97
WE	We pplGen idw	A008aS2L1ess	1	129	0.78
WE	We pplGen idw	A013aS2L1ess	2	156	1.28
WE	We pplGen idw	A014aS2L1ess	4	197	2.03
WE	We pplGen idw	A011S2L1ess	2	83	2.41
WE	We pplGen idw	A016S2L1ess	2	232	0.86
WE	We pplGen idw	A018S2L1ess	6	220	2.73
WE	We pplGen idw	A020S2L1ess	3	111	2.70

WE	**We pplGen idw**	**A022S2L1ess**	**1**	**143**	**0.70**
WE	**We pplGen idw**	**A031S2L1ess**	**1**	**247**	**0.40**
WE	**We pplGen idw**	**A034S2L1ess**	**1**	**232**	**0.43**
WE	**We pplGen idw**	**A007bS2L2ess**	**2**	**226**	**0.88**
WE	**We pplGen idw**	**A008bS2L2ess**	**2**	**232**	**0.86**
WE	**We pplGen idw**	**A078S1L1ess**	**1**	**261**	**0.38**
WE	**We pplGen idw**	**A023S2L1ess**	**3**	**221**	**1.36**
WE	**We pplGen idw**	**A021S2L1ess**	**3**	**109**	**2.75**
WE	**We pplGen idw**	**A026S2L1ess**	**2**	**212**	**0.94**
WE	**We pplGen idw**	**A033S2L1ess**	**1**	**178**	**0.56**
WE	**We pplSpc Mus idw**	**A075S1L1ess**	**1**	**172**	**0.58**
WE	**We pplSpc Mus idw**	**A050bS1L2ess**	**1**	**338**	**0.30**
WE	**We pplSpc Mus idw**	**A043cS1L3ess**	**3**	**269**	**1.12**
WE	**We pplSpc Mus idw**	**A056dS1L3ess**	**5**	**248**	**2.02**
WE	**We pplSpc Mus idw**	**A058cS1L3ess**	**1**	**334**	**0.30**
WE	**We pplSpc Stu idw**	**A067S1L2par**	**6**	**174**	**3.45**
WE	**We pplSpc Stu idw**	**A049cS1L3ess**	**8**	**199**	**4.02**
WE	**We pplSpc Doc idw**	**A055dS1L3par**	**1**	**116**	**0.86**
WE	**We pplSpc Nus idw**	**A055dS1L3par**	**1**	**116**	**0.86**
WE	**We pplSpc Nus idw**	**A028S2L1ess**	**1**	**388**	**0.26**
WE	**We pplSpc Frd idw**	**A053bS1L2ess**	**2**	**392**	**0.51**
WE	**We pplSpc Sis idw**	**A073bS1L3ess**	**1**	**226**	**0.44**
WE	**We pplSpc SAsoc idw**	**A084aS1L1ess**	**1**	**219**	**0.46**

WE	We pplSpc SAsoc idw	A066bS1L2par	1	164	0.61
WE	We pplSpc SAsoc idw	A051cS1L3ess	5	209	2.39
WE	We pplSpc SAsoc idw	A056dS1L3ess	1	248	0.40
WE	We pplSpc SAsoc idw	A010S2L1ess	4	87	4.60
WE	We pplSpc SAsoc idw	A015S2L1ess	1	219	0.46
WE	We pplSpc Women idw	A059cS1L3ess	2	187	1.07
WE	We pplSpc Women idw	A035S2L1ess	3	311	0.96
WE	We pplSpc FamNr idw	A049bS1L2ess	2	168	1.19
WE	We pplSpc FamNr idw	A042S2L2ess	1	261	0.38
WE	We pplSpc FamNr idw	A013bS2L2ess	3	277	1.08
WE	We pplSpc FamNr idw	A014bS2L2ess	2	383	0.52
WE	We pplSpc Frd roe	A043aS1L1ess	4	550	0.73
WE	We pplSpc Frd roe	A046aS1L1ess	1	416	0.24
WE	We pplSpc Frd roe	A050aS1L1ess	22	297	7.41
WE	We pplSpc Frd roe	A054aS1L1ess	4	451	0.89
WE	We pplSpc Frd roe	A053bS1L2ess	2	392	0.51
WE	We pplSpc Sis roe	A073bS1L3ess	2	226	0.88
WE	We pplSpc FamNr roe	A052aS1L1ess	19	356	5.34
WE	We pplSpc FamNr roe	A063S1L3ess	2	242	0.83
US	Us pplGen idw	A056bS1L1ess	4	487	0.82
US	Us pplGen idw	A081S1L1ess	1	231	0.43
US	Us pplGen idw	A084aS1L1ess	2	219	0.91
US	Us pplGen idw	A045bS1L2par	2	141	1.42
US	Us pplGen idw	A050bS1L2ess	1	338	0.30
US	Us pplGen idw	A052bS1L2ess	1	318	0.31
US	Us pplGen idw	A065bS1L2par	1	214	0.47
US	Us pplGen idw	A043cS1L3ess	1	269	0.37

US	Us pplGen idw	A046cS1L3ess	1	301	0.33
US	Us pplGen idw	A047cS1L3ess	1	322	0.31
US	Us pplGen idw	A050cS1L3ess	3	216	1.39
US	Us pplGen idw	A059cS1L3ess	1	187	0.53
US	Us pplGen idw	A073bS1L3ess	4	226	1.77
US	Us pplGen idw	A082bS1L3ess	1	172	0.58
US	Us pplGen idw	A086bS1L3ess	1	237	0.42
US	Us pplGen idw	A092S1L3ess	1	203	0.49
US	Us pplGen idw	A093S1L3ess	1	254	0.39
US	Us pplGen idw	A096bS1L3ess	2	118	1.69
US	Us pplGen idw	A050dS1L3par	1	110	0.91
US	Us pplGen idw	A055dS1L3par	1	116	0.86
US	Us pplGen idw	A002S2L1ess	1	101	0.99
US	Us pplGen idw	A003aS2L1ess	3	151	1.99
US	Us pplGen idw	A008aS2L1ess	1	129	0.78
US	Us pplGen idw	A026S2L1ess	1	212	0.47
US	Us pplGen idw	A034S2L1ess	1	232	0.43
US	Us pplGen idw	A036S2L1ess	1	179	0.56
US	Us pplGen idw	A007bS2L2ess	1	226	0.44
US	Us pplGen idw	A008bS2L2ess	1	232	0.43
US	Us pplSpc Mus idw	A050bS1L2ess	2	338	0.59
US	Us pplSpc Mus idw	A043cS1L3ess	1	269	0.37
US	Us pplSpc Mus idw	A056dS1L3ess	8	248	3.23
US	Us pplSpc Stu idw	A067S1L2par	1	174	0.57
US	Us pplSpc Nur idw	A097S1L3ess	1	172	0.58
US	Us pplSpc Frd idw	A053bS1L2ess	2	392	0.51
US	Us pplSpc SAsoc idw	A010S2L1ess	2	87	2.30

US	Us pplSpc FamNr idw	A045aS1L1ess	1	323	0.31
US	Us pplSpc FamNr idw	A043bS1L2ess	1	413	0.24
US	Us pplSpc FamNr idw	A049bS1L2ess	1	168	0.60
US	Us pplSpc FamNr idw	A050bS1L2ess	4	338	1.18
US	Us pplSpc FamNr idw	A004bS2L2ess	1	234	0.43
US	Us pplSpc FamNr idw	A014bS2L2ess	1	383	0.26
US	Us pplSpc Frd roe	A055bS1L2ess	1	344	0.29
US	Us pplSpc Sis roe	A052aS1L1ess	1	356	0.28
	Us pplSpc Sis roe	A073bS1L3ess	1	226	0.44
US	Us pplSpc FamNr roe	A052aS1L1ess	2	356	0.56
OUR	Our pplGen idw	A047aS1L1ess	1	459	0.22
OUR	Our pplGen idw	A050aS1L1ess	2	297	0.67
OUR	Our pplGen idw	A056bS1L1ess	3	487	0.62
OUR	Our pplGen idw	A058aS1L1ess	1	423	0.24
OUR	Our pplGen idw	A079S1L1ess	1	244	0.41
OUR	Our pplGen idw	A081S1L1ess	1	231	0.43
OUR	Our pplGen idw	A082aS1L1ess	1	108	0.93
OUR	Our pplGen idw	A083S1L1ess	1	291	0.34
OUR	Our pplGen idw	A084aS1L1ess	3	219	1.37
OUR	Our pplGen idw	A045bS1L2par	1	141	0.71
OUR	Our pplGen idw	A047bS1L2ess	1	322	0.31
OUR	Our pplGen idw	A052bS1L2ess	3	318	0.94
OUR	Our pplGen idw	A056cS1L2ess	9	295	3.05
OUR	Our pplGen idw	A057bS1L2ess	1	189	0.53
OUR	Our pplGen idw	A065bS1L2par	5	214	2.34
OUR	Our pplGen idw	A044cS1L3ess	2	198	1.01

OUR	Our pplGen idw	A049cS1L3ess	2	199	1.01
OUR	Our pplGen idw	A050cS1L3ess	1	216	0.46
OUR	Our pplGen idw	A059cS1L3ess	3	187	1.60
OUR	Our pplGen idw	A069bS1L3ess	1	181	0.55
OUR	Our pplGen idw	A073bS1L3ess	2	226	0.88
OUR	Our pplGen idw	A082bS1L3ess	1	172	0.58
OUR	Our pplGen idw	A084bS1L3ess	1	217	0.46
OUR	Our pplGen idw	A090bS1L3ess	1	159	0.63
OUR	Our pplGen idw	A092S1L3ess	2	203	0.99
OUR	Our pplGen idw	A093S1L3ess	1	254	0.39
OUR	Our pplGen idw	A053dS1L3par	1	128	0.78
OUR	Our pplGen idw	A002S2L1ess	1	101	0.99
OUR	Our pplGen idw	A003aS2L1ess	1	151	0.66
OUR	Our pplGen idw	A005aS2L1ess	3	123	2.44
OUR	Our pplGen idw	A007aS2L1ess	1	103	0.97
OUR	Our pplGen idw	A008aS2L1ess	1	129	0.78
OUR	Our pplGen idw	A013aS2L1ess	4	156	2.56
OUR	Our pplGen idw	A014aS2L1ess	3	197	1.52
OUR	Our pplGen idw	A011S2L1ess	1	83	1.20
OUR	Our pplGen idw	A018S2L1ess	8	220	3.64
OUR	Our pplGen idw	A020S2L1ess	1	111	0.90
OUR	Our pplGen idw	A030S2L1ess	2	243	0.82
OUR	Our pplGen idw	A042S2L2ess	1	261	0.38
OUR	Our pplGen idw	A001bS2L2ess	2	259	0.77
OUR	Our pplGen idw	A004bS2L2ess	1	234	0.43
OUR	Our pplGen idw	A007bS2L2ess	2	226	0.88
OUR	Our pplGen idw	A013bS2L2ess	3	277	1.08
OUR	Our pplGen idw	A021S2L1ess	3	109	2.75
OUR	Our pplSpc Mus idw	A050bS1L2ess	1	338	0.30
OUR	Our pplSpc Mus idw	A044cS1L3ess	2	198	1.01
OUR	Our pplSpc Dor idw	A069bS1L3ess	1	181	0.55
OUR	Our pplSpc SAsoc idw	A066bS1L2par	2	164	1.22

OUR	**Our pplSpc SAsoc idw**	**A090bS1L3ess**	**1**	**159**	**0.63**
OUR	**Our pplSpc SAsoc idw**	**A010S2L1ess**	**5**	**87**	**5.75**
OUR	**Our pplSpc SAsoc idw**	**A051cS1L3ess**	**3**	**209**	**1.44**
OUR	**Our pplSpc Women idw**	**A059cS1L3ess**	**1**	**187**	**0.53**
OUR	Our pplSpc Frd roe	A050aS1L1ess	4	297	1.35
OUR	**Our pplSpc Frd roe**	**A047aS1L1ess**	**1**	**459**	**0.22**
OUR	**Our pplSpc Frd roe**	**A054aS1L1ess**	**1**	**451**	**0.22**
OUR	**Our pplSpc Frd roe**	**A053bS1L2ess**	**1**	**392**	**0.26**
OUR	**Our pplSpc FamNr roe**	**A052aS1L1ess**	**4**	**356**	**1.12**

Appendix I: Results for CON-J

A distribution of normalised frequencies of roles occupied by first person pronouns in CON-J' corpus

Pronouns	Tag Code	ID	Matches	No. of words per text	Norm.
I	ITR	J121S1L1par	1	85	1.18
I	ITR	J122S1L1par	1	83	1.20
I	ITR	J144S1L1par	1	92	1.09
I	ITR	J153S1L1par	1	92	1.09
I	ITR	J036S1L2par	1	135	0.74
I	ITR	J073aS1L3par	1	104	0.96
I	ITR	J077S1L3par	1	192	0.52
I	ITR	J081bS1L3par	2	190	1.05
I	ITR	J092aS1L3par	1	154	0.65
I	ITR	J093S1L3par	1	147	0.68
I	INTR Individual	J145S1L1par	8	137	5.84
I	INTR Individual	J146S1L1par	8	76	10.53
I	INTR Individual	J147S1L1par	10	126	7.94
I	INTR Individual	J148S1L1par	3	131	2.29
I	INTR Individual	J122S1L1par	1	83	1.20
I	INTR Individual	J123S1L1par	10	114	8.77
I	INTR Individual	J124S1L1par	8	96	8.33
I	INTR Individual	J125S1L1par	8	99	8.08
I	INTR Individual	J126aS1L1par	13	130	10.00
I	INTR Individual	J128S1L1par	7	118	5.93
I	INTR Individual	J130S1L1par	8	116	6.90
I	INTR Individual	J131S1L1par	7	99	7.07
I	INTR Individual	J132S1L1par	8	70	11.43
I	INTR Individual	J133S1L1par	4	223	1.79
I	INTR Individual	J134S1L1par	7	63	11.11
I	INTR Individual	J135aS1L1par	4	141	2.84
I	INTR Individual	J136S1L1par	7	111	6.31
I	INTR Individual	J137aS1L1par	11	147	7.48

I	INTR Individual	J138aS1L1par	7	110	6.36
I	INTR Individual	J139S1L1par	6	144	4.17
I	INTR Individual	J140S1L1par	6	116	5.17
I	INTR Individual	J141S1L1par	5	88	5.68
I	INTR Individual	J142S1L1par	3	67	4.48
I	INTR Individual	J143S1L1par	6	119	5.04
I	INTR Individual	J144S1L1par	1	92	1.09
I	INTR Individual	J150S1L1par	1	76	1.32
I	INTR Individual	J152S1L1par	1	151	0.66
I	INTR Individual	J153S1L1par	1	92	1.09
I	INTR Individual	J121S1L1par	1	85	1.18
I	INTR Individual	J127bS1L1par	3	140	2.14
I	INTR Individual	J028aS1L2par	3	89	3.37
I	INTR Individual	J029aS1L2par	2	73	2.74
I	INTR Individual	J030S1L2par	1	109	0.92
I	INTR Individual	J032S1L2par	6	140	4.29
I	INTR Individual	J034S1L2par	2	113	1.77
I	INTR Individual	J035S1L2par	4	107	3.74
I	INTR Individual	J037S1L2par	6	127	4.72
I	INTR Individual	J038S1L2par	4	86	4.65
I	INTR Individual	J039S1L2par	5	109	4.59
I	INTR Individual	J081aS1L2par	6	141	4.26
I	INTR Individual	J084aS1L2par	2	88	2.27
I	INTR Individual	J086aS1L2par	5	107	4.67
I	INTR Individual	J087aS1L2par	2	123	1.63
I	INTR Individual	J049S1L3par	1	212	0.47
I	INTR Individual	J050S1L3par	10	146	6.85
I	INTR Individual	J051S1L3par	5	133	3.76
I	INTR Individual	J029bS1L3par	3	107	2.80
I	INTR Individual	J043S1L3par	5	109	4.59
I	INTR Individual	J044S1L3par	17	162	10.49
I	INTR Individual	J057S1L3par	4	136	2.94
I	INTR Individual	J055S1L3par	1	89	1.12
I	INTR Individual	J046S1L3par	4	110	3.64
I	INTR Individual	J047S1L3par	9	156	5.77
I	INTR Individual	J048S1L3par	6	112	5.36
I	INTR Individual	J067S1L3par	6	190	3.16
I	INTR Individual	J068S1L3par	4	148	2.70
I	INTR Individual	J071aS1L3par	3	102	2.94

I	INTR Individual	J073bS1L3par	5	121	4.13
I	INTR Individual	J078aS1L3par	1	209	0.48
I	INTR Individual	J079aS1L3par	1	149	0.67
I	INTR Individual	J081bS1L3par	8	190	4.21
I	INTR Individual	J082S1L3par	1	113	0.88
I	INTR Individual	J087bS1L3par	5	182	2.75
I	INTR Individual	J088aS1L3par	6	158	3.80
I	INTR Individual	J089aS1L3par	1	124	0.81
I	INTR Individual	J092aS1L3par	5	154	3.25
I	INTR Individual	J094aS1L3par	2	125	1.60
I	INTR Individual	J095S1L3par	8	116	6.90
I	INTR Individual	J058S1L3par	1	127	0.79
I	INTR Individual	J060S1L3par	1	126	0.79
I	INTR Individual	J061S1L3par	1	135	0.74
I	INTR Individual	J062S1L3par	2	112	1.79
I	INTR Individual	J076bS1L3par	1	153	0.65
I	INTR Individual	J078bS1L3par	1	124	0.81
I	INTR Individual	J086bS1L3par	1	116	0.86
I	INTR Individual	J092bS1L3par	2	137	1.46
I	INTR Individual	J103S2L2ess	1	128	0.78
I	INTR Individual	J104S2L2ess	2	135	1.48
I	INTR Individual	J106S2L2ess	7	141	4.96
I	INTR Individual	J109S2L2ess	8	97	8.25
I	INTR Individual	J113S2L2ess	6	121	4.96
I	INTR Individual	J114S2L2ess	5	84	5.95
I	INTR Individual	J115S2L2ess	1	70	1.43
I	INTR Individual	J116S2L2ess	6	105	5.71
I	INTR Individual	J117S2L2ess	2	198	1.01
I	INTR Individual	J120S2L2ess	6	122	4.92
I	INTR Individual	J015S2L2ess	1	74	1.35
I	INTR Individual	J016S2L2ess	1	69	1.45
I	INTR Individual	J002S2L2ess	1	74	1.35
I	INTR Individual	J019S2L2ess	1	68	1.47
I	INTR Individual	J021S2L2ess	2	112	1.79
I	INTR Individual	J022S2L2ess	1	83	1.20
I	INTR Individual	J024S2L2ess	3	115	2.61
I	INTR Individual	J025S2L2ess	1	74	1.35
I	INTR Individual	J096aS2L2ess	1	115	0.87
I	INTR Individual	J097aS2L2ess	1	140	0.71

I	INTR Individual	J100aS2L2ess	1	120	0.83
I	INTR Individual	J102aS2L2ess	3	136	2.21
I	INTR Individual	J118aS2L2ess	1	88	1.14
I	INTR Individual	J027S2L2ess	1	107	0.93
I	INTR Individual	J006S2L2ess	1	73	1.37
I	INTR Individual	J007S2L2ess	1	109	0.92
I	INTR Social	J145S1L1par	1	137	0.73
I	INTR Social	J146S1L1par	2	76	2.63
I	INTR Social	J147S1L1par	2	126	1.59
I	INTR Social	J123S1L1par	5	114	4.39
I	INTR Social	J124S1L1par	1	96	1.04
I	INTR Social	J125S1L1par	1	99	1.01
I	INTR Social	J126aS1L1par	2	130	1.54
I	INTR Social	J128S1L1par	1	118	0.85
I	INTR Social	J131S1L1par	1	99	1.01
I	INTR Social	J132S1L1par	1	70	1.43
I	INTR Social	J133S1L1par	1	223	0.45
I	INTR Social	J134S1L1par	2	63	3.17
I	INTR Social	J135aS1L1par	1	141	0.71
I	INTR Social	J136S1L1par	2	111	1.80
I	INTR Social	J138aS1L1par	2	110	1.82
I	INTR Social	J139S1L1par	1	144	0.69
I	INTR Social	J141S1L1par	2	88	2.27
I	INTR Social	J142S1L1par	2	67	2.99
I	INTR Social	J143S1L1par	2	119	1.68
I	INTR Social	J144S1L1par	4	92	4.35
I	INTR Social	J149S1L1par	1	88	1.14
I	INTR Social	J151S1L1par	1	65	1.54
I	INTR Social	J152S1L1par	1	151	0.66
I	INTR Social	J028aS1L2par	2	89	2.25
I	INTR Social	J031S1L2par	1	133	0.75
I	INTR Social	J039S1L2par	1	109	0.92
I	INTR Social	J084aS1L2par	4	88	4.55
I	INTR Social	J087aS1L2par	1	123	0.81
I	INTR Social	J050S1L3par	2	146	1.37
I	INTR Social	J029bS1L3par	3	107	2.80
I	INTR Social	J043S1L3par	1	109	0.92

I	INTR Social	J044S1L3par	1	162	0.62
I	INTR Social	J057S1L3par	1	136	0.74
I	INTR Social	J046S1L3par	1	110	0.91
I	INTR Social	J067S1L3par	3	190	1.58
I	INTR Social	J068S1L3par	2	148	1.35
I	INTR Social	J073bS1L3par	4	121	3.31
I	INTR Social	J079aS1L3par	1	149	0.67
I	INTR Social	J081bS1L3par	1	190	0.53
I	INTR Social	J082S1L3par	1	113	0.88
I	INTR Social	J087bS1L3par	4	182	2.20
I	INTR Social	J088aS1L3par	3	158	1.90
I	INTR Social	J089aS1L3par	4	124	3.23
I	INTR Social	J092aS1L3par	5	154	3.25
I	INTR Social	J094aS1L3par	2	125	1.60
I	INTR Social	J095S1L3par	1	116	0.86
I	INTR Social	J020S2L2ess	1	131	0.76
I	INTR Social	J106S2L2ess	2	141	1.42
I	INTR Social	J109S2L2ess	1	97	1.03
I	INTR Social	J113S2L2ess	1	121	0.83
I	INTR Social	J120S2L2ess	1	122	0.82
I	INTR Social	J006S2L2ess	1	73	1.37
I	INTR Irai	J121S1L1par	9	85	10.59
I	INTR Irai	J148S1L1par	2	131	1.53
I	INTR Irai	J122S1L1par	1	83	1.20
I	INTR Irai	J129S1L1par	6	88	6.82
I	INTR Irai	J135bS1L1par	14	219	6.39
I	INTR Irai	J137bS1L1par	7	60	11.67
I	INTR Irai	J138bS1L1par	2	77	2.60
I	INTR Irai	J149S1L1par	3	88	3.41
I	INTR Irai	J032S1L2par	4	140	2.86
I	INTR Irai	J034S1L2par	1	113	0.88
I	INTR Irai	J035S1L2par	6	107	5.61

I	INTR Iras	J122S1L1par	2	83	2.41
I	INTR Iras	J129S1L1par	3	88	3.41
I	INTR Iras	J135bS1L1par	1	219	0.46
I	INTR Iras	J138bS1L1par	1	77	1.30
I	INTR Iras	J149S1L1par	1	88	1.14
I	INTR Iras	J028aS1L2par	2	89	2.25
I	INTR Iras	J079aS1L3par	1	149	0.67
ME	Me NTR Individual	J145S1L1par	1	137	0.73
ME	Me NTR Individual	J130S1L1par	1	116	0.86
ME	Me NTR Individual	J131S1L1par	1	99	1.01
ME	Me NTR Individual	J133S1L1par	1	223	0.45
ME	Me NTR Individual	J137aS1L1par	3	147	2.04
ME	Me NTR Individual	J028aS1L2par	2	89	2.25
ME	Me NTR Individual	J029aS1L2par	2	73	2.74
ME	Me NTR Individual	J081aS1L2par	2	141	1.42
ME	Me NTR Individual	J050S1L3par	1	146	0.68
ME	Me NTR Individual	J051S1L3par	1	133	0.75
ME	Me NTR Individual	J057S1L3par	1	136	0.74
ME	Me NTR Individual	J046S1L3par	1	110	0.91
ME	Me NTR Individual	J048S1L3par	2	112	1.79
ME	Me NTR Individual	J068S1L3par	1	148	0.68
ME	Me NTR Individual	J071aS1L3par	1	102	0.98
ME	Me NTR Individual	J081bS1L3par	1	190	0.53
ME	Me NTR Individual	J082S1L3par	1	113	0.88
ME	Me NTR Individual	J087bS1L3par	3	182	1.65
ME	Me NTR Individual	J094aS1L3par	3	125	2.40
ME	Me NTR Individual	J024S2L2ess	1	115	0.87
ME	Me NTR Individual	J102aS2L2ess	1	136	0.74
ME	Me NTR Individual	J109S2L2ess	1	97	1.03
ME	Me NTR Individual	J113S2L2ess	1	121	0.83
ME	Me NTR Individual	J120S2L2ess	1	122	0.82
ME	Me NTR Social	J127bS1L1par	1	140	0.71
ME	Me NTR Social	J135aS1L1par	1	141	0.71
ME	Me NTR Social	J137bS1L1par	1	60	1.67
ME	Me NTR Social	J150S1L1par	1	76	1.32

ME	**Me NTR Social**	**J037S1L2par**	**2**	**127**	**1.57**
ME	**Me NTR Social**	**J046S1L3par**	**1**	**110**	**0.91**
ME	**Me NTR Social**	**J081bS1L3par**	**1**	**190**	**0.53**
ME	**Me NTR Social**	**J082S1L3par**	**1**	**113**	**0.88**
ME	**Me NTR Social**	**J095S1L3par**	**1**	**116**	**0.86**
ME	**Me NTR Individual**	**J135bS1L1par**	**3**	**219**	**1.37**
ME	**Me NTR Individual**	**J029aS1L2par**	**2**	**73**	**2.74**
ME	**Me NTR Social**	**J121S1L1par**	**1**	**85**	**1.18**
ME	**Me NTR Social**	**J138bS1L1par**	**1**	**77**	**1.30**
MY	**MY TR**	**J081bS1L3par**	**1**	**190**	**0.53**
MY	**MY TR**	**J001S2L2ess**	**1**	**122**	**0.82**
MY	**MY TR**	**J026S2L2ess**	**1**	**105**	**0.95**
MY	**My NTR Individual**	**J121S1L1par**	**3**	**85**	**3.53**
MY	**My NTR Individual**	**J145S1L1par**	**2**	**137**	**1.46**
MY	**My NTR Individual**	**J146S1L1par**	**6**	**76**	**7.89**
MY	**My NTR Individual**	**J147S1L1par**	**4**	**126**	**3.17**
MY	**My NTR Individual**	**J148S1L1par**	**3**	**131**	**2.29**
MY	**My NTR Individual**	**J124S1L1par**	**3**	**96**	**3.13**
MY	**My NTR Individual**	**J126aS1L1par**	**3**	**130**	**2.31**
MY	**My NTR Individual**	**J127bS1L1par**	**2**	**140**	**1.43**
MY	**My NTR Individual**	**J128S1L1par**	**1**	**118**	**0.85**
MY	**My NTR Individual**	**J130S1L1par**	**1**	**116**	**0.86**
MY	**My NTR Individual**	**J133S1L1par**	**2**	**223**	**0.90**
MY	**My NTR Individual**	**J135aS1L1par**	**1**	**141**	**0.71**
MY	**My NTR Individual**	**J136S1L1par**	**1**	**111**	**0.90**
MY	**My NTR Individual**	**J137aS1L1par**	**5**	**147**	**3.40**
MY	**My NTR Individual**	**J138aS1L1par**	**3**	**110**	**2.73**
MY	**My NTR Individual**	**J139S1L1par**	**2**	**144**	**1.39**
MY	**My NTR Individual**	**J140S1L1par**	**4**	**116**	**3.45**
MY	**My NTR Individual**	**J141S1L1par**	**2**	**88**	**2.27**

MY	My NTR Individual	J142S1L1par	2	67	2.99
MY	My NTR Individual	J144S1L1par	1	92	1.09
MY	My NTR Individual	J149S1L1par	1	88	1.14
MY	My NTR Individual	J152S1L1par	1	151	0.66
MY	My NTR Individual	J028aS1L2par	3	89	3.37
MY	My NTR Individual	J030S1L2par	1	109	0.92
MY	My NTR Individual	J034S1L2par	2	113	1.77
MY	My NTR Individual	J035S1L2par	2	107	1.87
MY	My NTR Individual	J037S1L2par	1	127	0.79
MY	My NTR Individual	J038S1L2par	1	86	1.16
MY	My NTR Individual	J081aS1L2par	1	141	0.71
MY	My NTR Individual	J086aS1L2par	1	107	0.93
MY	My NTR Individual	J050S1L3par	4	146	2.74
MY	My NTR Individual	J051S1L3par	5	133	3.76
MY	My NTR Individual	J029bS1L3par	2	107	1.87
MY	My NTR Individual	J043S1L3par	4	109	3.67
MY	My NTR Individual	J044S1L3par	3	162	1.85
MY	My NTR Individual	J057S1L3par	1	136	0.74
MY	My NTR Individual	J046S1L3par	4	110	3.64
MY	My NTR Individual	J047S1L3par	1	156	0.64
MY	My NTR Individual	J048S1L3par	2	112	1.79
MY	My NTR Individual	J061S1L3par	1	135	0.74
MY	My NTR Individual	J063S1L3par	1	117	0.85
MY	My NTR Individual	J067S1L3par	1	190	0.53
MY	My NTR Individual	J068S1L3par	3	148	2.03
MY	My NTR Individual	J071aS1L3par	3	102	2.94
MY	My NTR Individual	J073bS1L3par	4	121	3.31
MY	My NTR Individual	J079aS1L3par	2	149	1.34
MY	My NTR Individual	J081bS1L3par	3	190	1.58
MY	My NTR Individual	J082S1L3par	4	113	3.54
MY	My NTR Individual	J087bS1L3par	4	182	2.20
MY	My NTR Individual	J092aS1L3par	2	154	1.30
MY	My NTR Individual	J094aS1L3par	1	125	0.80
MY	My NTR Individual	J095S1L3par	2	116	1.72
MY	My NTR Individual	J009S2L2ess	1	97	1.03
MY	My NTR Individual	J015S2L2ess	1	74	1.35
MY	My NTR Individual	J097aS2L2ess	2	140	1.43
MY	My NTR Individual	J102aS2L2ess	1	136	0.74
MY	My NTR Individual	J104S2L2ess	5	135	3.70

MY	My NTR Individual	J106S2L2ess	6	141	4.26
MY	My NTR Individual	J109S2L2ess	2	97	2.06
MY	My NTR Individual	J113S2L2ess	4	121	3.31
MY	My NTR Individual	J114S2L2ess	2	84	2.38
MY	My NTR Individual	J118aS2L2ess	4	88	4.55
MY	My NTR Individual	J120S2L2ess	1	122	0.82
MY	My NTR Social	J145S1L1par	1	137	0.73
MY	My NTR Social	J146S1L1par	2	76	2.63
MY	My NTR Social	J147S1L1par	2	126	1.59
MY	My NTR Social	J123S1L1par	5	114	4.39
MY	My NTR Social	J124S1L1par	3	96	3.13
MY	My NTR Social	J125S1L1par	2	99	2.02
MY	My NTR Social	J126aS1L1par	1	130	0.77
MY	My NTR Social	J127bS1L1par	2	140	1.43
MY	My NTR Social	J128S1L1par	1	118	0.85
MY	My NTR Social	J130S1L1par	1	116	0.86
MY	My NTR Social	J131S1L1par	1	99	1.01
MY	My NTR Social	J133S1L1par	1	223	0.45
MY	My NTR Social	J134S1L1par	2	63	3.17
MY	My NTR Social	J135aS1L1par	1	141	0.71
MY	My NTR Social	J136S1L1par	1	111	0.90
MY	My NTR Social	J138aS1L1par	1	110	0.91
MY	My NTR Social	J139S1L1par	1	144	0.69
MY	My NTR Social	J140S1L1par	2	116	1.72
MY	My NTR Social	J141S1L1par	1	88	1.14
MY	My NTR Social	J142S1L1par	2	67	2.99
MY	My NTR Social	J143S1L1par	4	119	3.36
MY	My NTR Social	J144S1L1par	1	92	1.09
MY	My NTR Social	J149S1L1par	3	88	3.41
MY	My NTR Social	J150S1L1par	2	76	2.63
MY	My NTR Social	J151S1L1par	2	65	3.08
MY	My NTR Social	J152S1L1par	3	151	1.99
MY	My NTR Social	J153S1L1par	2	92	2.17
MY	My NTR Social	J034S1L2par	1	113	0.88
MY	My NTR Social	J037S1L2par	1	127	0.79
MY	My NTR Social	J081aS1L2par	1	141	0.71

MY	My NTR Social	J084aS1L2par	4	88	4.55
MY	My NTR Social	J086aS1L2par	1	107	0.93
MY	My NTR Social	J087aS1L2par	1	123	0.81
MY	My NTR Social	J050S1L3par	3	146	2.05
MY	My NTR Social	J051S1L3par	2	133	1.50
MY	My NTR Social	J029bS1L3par	2	107	1.87
MY	My NTR Social	J043S1L3par	3	109	2.75
MY	My NTR Social	J057S1L3par	1	136	0.74
MY	My NTR Social	J046S1L3par	2	110	1.82
MY	My NTR Social	J067S1L3par	5	190	2.63
MY	My NTR Social	J068S1L3par	1	148	0.68
MY	My NTR Social	J071aS1L3par	2	102	1.96
MY	My NTR Social	J073bS1L3par	3	121	2.48
MY	My NTR Social	J081bS1L3par	2	190	1.05
MY	My NTR Social	J082S1L3par	2	113	1.77
MY	My NTR Social	J087bS1L3par	4	182	2.20
MY	My NTR Social	J088aS1L3par	5	158	3.16
MY	My NTR Social	J089aS1L3par	5	124	4.03
MY	My NTR Social	J092aS1L3par	5	154	3.25
MY	My NTR Social	J094aS1L3par	2	125	1.60
MY	My NTR Social	J095S1L3par	4	116	3.45
MY	My NTR Social	J096aS2L2ess	1	115	0.87
MY	My NTR Social	J102aS2L2ess	1	136	0.74
MY	My NTR Social	J106S2L2ess	4	141	2.84
MY	My NTR Social	J109S2L2ess	1	97	1.03
MY	My NTR Social	J113S2L2ess	2	121	1.65
MY	My NTR Social	J116S2L2ess	1	105	0.95
MY	My NTR Social	J083bS1L3par	1	195	0.51
MY	My NTR Social	J120S2L2ess	1	122	0.82
MY	My NTR Individual	J121S1L1par	3	85	3.53
MY	My NTR Individual	J135bS1L1par	3	219	1.37
MY	My NTR Individual	J137bS1L1par	2	60	3.33
MY	My NTR Individual	J035S1L2par	2	107	1.87
MY	My NTR Individual	J079aS1L3par	2	149	1.34

MY	My NTR Social	J121S1L1par	3	85	3.53
MY	My NTR Social	J135bS1L1par	3	219	1.37
MY	My NTR Social	J137bS1L1par	2	60	3.33
MY	My NTR Social	J035S1L2par	2	107	1.87
MY	My NTR Social	J079aS1L3par	2	149	1.34
WE	We pplGen idw	J146S1L1par	1	76	1.32
WE	We pplGen idw	J127bS1L1par	1	140	0.71
WE	We pplGen idw	J130S1L1par	1	116	0.86
WE	We pplGen idw	J135aS1L1par	2	141	1.42
WE	We pplGen idw	J032S1L2par	5	140	3.57
WE	We pplGen idw	J084aS1L2par	1	88	1.14
WE	We pplGen idw	J049S1L3par	4	212	1.89
WE	We pplGen idw	J052S1L3par	1	112	0.89
WE	We pplGen idw	J040S1L3par	4	148	2.70
WE	We pplGen idw	J041S1L3par	4	147	2.72
WE	We pplGen idw	J047S1L3par	2	156	1.28
WE	We pplGen idw	J058S1L3par	1	127	0.79
WE	We pplGen idw	J059S1L3par	5	128	3.91
WE	We pplGen idw	J060S1L3par	1	126	0.79
WE	We pplGen idw	J062S1L3par	3	112	2.68
WE	We pplGen idw	J063S1L3par	1	117	0.85
WE	We pplGen idw	J065S1L3par	2	85	2.35
WE	We pplGen idw	J069S1L3par	1	113	0.88
WE	We pplGen idw	J070S1L3par	1	131	0.76
WE	We pplGen idw	J071bS1L3par	3	136	2.21
WE	We pplGen idw	J074S1L3par	2	144	1.39
WE	We pplGen idw	J076bS1L3par	1	153	0.65
WE	We pplGen idw	J077S1L3par	3	192	1.56
WE	We pplGen idw	J080bS1L3par	1	119	0.84
WE	We pplGen idw	J080aS1L3par	1	120	0.83
WE	We pplGen idw	J083cS1L3par	1	123	0.81
WE	We pplGen idw	J084bS1L3par	2	134	1.49
WE	We pplGen idw	J086bS1L3par	2	116	1.72
WE	We pplGen idw	J087cS1L3par	1	139	0.72
WE	We pplGen idw	J088bS1L3par	3	171	1.75
WE	We pplGen idw	J089bS1L3par	2	59	3.39
WE	We pplGen idw	J092bS1L3par	2	137	1.46

WE	**We pplGen idw**	**J093S1L3par**	**5**	**147**	**3.40**
WE	**We pplGen idw**	**J009S2L2ess**	**2**	**97**	**2.06**
WE	**We pplGen idw**	**J012S2L2ess**	**3**	**83**	**3.61**
WE	**We pplGen idw**	**J013S2L2ess**	**2**	**98**	**2.04**
WE	**We pplGen idw**	**J016S2L2ess**	**2**	**69**	**2.90**
WE	**We pplGen idw**	**J017S2L2ess**	**6**	**119**	**5.04**
WE	**We pplGen idw**	**J021S2L2ess**	**3**	**112**	**2.68**
WE	**We pplGen idw**	**J022S2L2ess**	**3**	**83**	**3.61**
WE	**We pplGen idw**	**J023S2L2ess**	**2**	**81**	**2.47**
WE	**We pplGen idw**	**J024S2L2ess**	**2**	**115**	**1.74**
WE	**We pplGen idw**	**J026S2L2ess**	**3**	**105**	**2.86**
WE	**We pplGen idw**	**J098aS2L2ess**	**12**	**166**	**7.23**
WE	**We pplGen idw**	**J098bS2L2ess**	**5**	**150**	**3.33**
WE	**We pplGen idw**	**J100aS2L2ess**	**1**	**120**	**0.83**
WE	**We pplGen idw**	**J103S2L2ess**	**1**	**128**	**0.78**
WE	**We pplGen idw**	**J105S2L2ess**	**2**	**195**	**1.03**
WE	**We pplGen idw**	**J115S2L2ess**	**1**	**70**	**1.43**
WE	**We pplGen idw**	**J116S2L2ess**	**1**	**105**	**0.95**
WE	**We pplGen idw**	**J117S2L2ess**	**2**	**198**	**1.01**
WE	**We pplGen idw**	**J118bS2L2ess**	**1**	**159**	**0.63**
WE	**We pplGen idw**	**J119S2L2ess**	**2**	**131**	**1.53**
WE	**We pplGen idw**	**J004S2L2ess**	**1**	**80**	**1.25**
WE	**We pplGen idw**	**J008S2L2ess**	**2**	**121**	**1.65**
WE	**We pplSpc Mus idw**	**J135aS1L1par**	**2**	**141**	**1.42**
WE	**We pplSpc Stu idw**	**J031S1L2par**	**1**	**133**	**0.75**
WE	**We pplSpc Stu idw**	**J032S1L2par**	**1**	**140**	**0.71**
WE	**We pplSpc Stu idw**	**J045S1L3par**	**5**	**151**	**3.31**
WE	**We pplSpc Stu idw**	**J071aS1L3par**	**1**	**102**	**0.98**
WE	**We pplSpc Stu idw**	**J088aS1L3par**	**1**	**158**	**0.63**
WE	**We pplSpc Stu idw**	**J022S2L2ess**	**1**	**83**	**1.20**
WE	**We pplSpc Stu idw**	**J004S2L2ess**	**1**	**80**	**1.25**
WE	**We pplSpc Doc idw**	**J011S2L2ess**	**1**	**83**	**1.20**

WE	**We pplSpc Frd idw**	**J140S1L1par**	**2**	**116**	**1.72**
WE	**We pplSpc Frd idw**	**J153S1L1par**	**1**	**92**	**1.09**
WE	**We pplSpc Frd idw**	**J068S1L3par**	**1**	**148**	**0.68**
WE	**We pplSpc Frd idw**	**J094aS1L3par**	**3**	**125**	**2.40**
WE	**We pplSpc FamNr idw**	**J143S1L1par**	**1**	**119**	**0.84**
WE	**We pplSpc FamNr idw**	**J086aS1L2par**	**1**	**107**	**0.93**
WE	**We pplSpc FamNr idw**	**J087aS1L2par**	**6**	**123**	**4.88**
WE	**We pplSpc FamNr idw**	**J071aS1L3par**	**1**	**102**	**0.98**
WE	**We pplSpc FamNr idw**	**J081bS1L3par**	**1**	**190**	**0.53**
WE	**We pplSpc FamNr idw**	**J088aS1L3par**	**2**	**158**	**1.27**
WE	**We pplSpc FamNr idw**	**J092aS1L3par**	**1**	**154**	**0.65**
WE	**We pplSpc Frd roe**	**J151S1L1par**	**1**	**65**	**1.54**
WE	**We pplSpc Sis idw**	**J127bS1L1par**	**3**	**140**	**2.14**
WE	**We pplSpc FamNr roe**	**J138bS1L1par**	**5**	**77**	**6.49**
US	**Us pplGen idw**	**J146S1L1par**	**1**	**76**	**1.32**
US	**Us pplGen idw**	**J049S1L3par**	**1**	**212**	**0.47**
US	**Us pplGen idw**	**J052S1L3par**	**3**	**112**	**2.68**
US	**Us pplGen idw**	**J058S1L3par**	**1**	**127**	**0.79**
US	**Us pplGen idw**	**J070S1L3par**	**1**	**131**	**0.76**
US	**Us pplGen idw**	**J080aS1L3par**	**2**	**120**	**1.67**
US	**Us pplGen idw**	**J093S1L3par**	**1**	**147**	**0.68**
US	**Us pplGen idw**	**J013S2L2ess**	**1**	**98**	**1.02**
US	**Us pplGen idw**	**J101S2L2ess**	**1**	**97**	**1.03**
US	**Us pplGen idw**	**J103S2L2ess**	**1**	**128**	**0.78**
US	**Us pplGen idw**	**J114S2L2ess**	**1**	**84**	**1.19**
US	**Us pplSpc Stu idw**	**J004S2L2ess**	**1**	**80**	**1.25**
US	**Us pplSpc Frd idw**	**J094aS1L3par**	**3**	**125**	**2.40**

US	Us pplSpc Sis roe	J127bS1L1par	2	140	1.43
OUR	Our pplGen idw	J127bS1L1par	1	140	0.71
OUR	Our pplGen idw	J030S1L2par	2	109	1.83
OUR	Our pplGen idw	J083aS1L2par	1	109	0.92
OUR	Our pplGen idw	J049S1L3par	4	212	1.89
OUR	Our pplGen idw	J052S1L3par	1	112	0.89
OUR	Our pplGen idw	J053S1L3par	3	70	4.29
OUR	Our pplGen idw	J040S1L3par	3	148	2.03
OUR	Our pplGen idw	J041S1L3par	3	147	2.04
OUR	Our pplGen idw	J058S1L3par	2	127	1.57
OUR	Our pplGen idw	J059S1L3par	3	128	2.34
OUR	Our pplGen idw	J060S1L3par	1	126	0.79
OUR	Our pplGen idw	J061S1L3par	1	135	0.74
OUR	Our pplGen idw	J062S1L3par	1	112	0.89
OUR	Our pplGen idw	J063S1L3par	1	117	0.85
OUR	Our pplGen idw	J064S1L3par	1	102	0.98
OUR	Our pplGen idw	J065S1L3par	2	85	2.35
OUR	Our pplGen idw	J070S1L3par	2	131	1.53
OUR	Our pplGen idw	J071bS1L3par	1	136	0.74
OUR	Our pplGen idw	J074S1L3par	1	144	0.69
OUR	Our pplGen idw	J075S1L3par	1	116	0.86
OUR	Our pplGen idw	J076bS1L3par	1	153	0.65
OUR	Our pplGen idw	J076aS1L3par	1	162	0.62
OUR	Our pplGen idw	J078aS1L3par	1	209	0.48
OUR	Our pplGen idw	J079bS1L3par	1	178	0.56
OUR	Our pplGen idw	J080aS1L3par	1	120	0.83
OUR	Our pplGen idw	J081cS1L3par	1	121	0.83
OUR	Our pplGen idw	J083cS1L3par	1	123	0.81
OUR	Our pplGen idw	J084bS1L3par	1	134	0.75
OUR	Our pplGen idw	J086bS1L3par	3	116	2.59
OUR	Our pplGen idw	J087cS1L3par	2	139	1.44
OUR	Our pplGen idw	J089bS1L3par	2	59	3.39
OUR	Our pplGen idw	J091S1L3par	1	118	0.85
OUR	Our pplGen idw	J092bS1L3par	1	137	0.73
OUR	Our pplGen idw	J093S1L3par	1	147	0.68
OUR	Our pplGen idw	J094bS1L3par	2	102	1.96

OUR	**Our pplGen idw**	**J010S2L2ess**	**1**	**62**	**1.61**
OUR	**Our pplGen idw**	**J018S2L2ess**	**1**	**115**	**0.87**
OUR	**Our pplGen idw**	**J023S2L2ess**	**2**	**81**	**2.47**
OUR	**Our pplGen idw**	**J026S2L2ess**	**1**	**105**	**0.95**
OUR	**Our pplGen idw**	**J098aS2L2ess**	**3**	**166**	**1.81**
OUR	**Our pplGen idw**	**J098bS2L2ess**	**1**	**150**	**0.67**
OUR	**Our pplGen idw**	**J101S2L2ess**	**1**	**97**	**1.03**
OUR	**Our pplGen idw**	**J103S2L2ess**	**2**	**128**	**1.56**
OUR	**Our pplGen idw**	**J105S2L2ess**	**1**	**195**	**0.51**
OUR	**Our pplGen idw**	**J111S2L2ess**	**1**	**111**	**0.90**
OUR	**Our pplGen idw**	**J115S2L2ess**	**2**	**70**	**2.86**
OUR	**Our pplGen idw**	**J118bS2L2ess**	**1**	**159**	**0.63**
OUR	**Our pplGen idw**	**J027S2L2ess**	**3**	**107**	**2.80**
OUR	**Our pplGen idw**	**J008S2L2ess**	**1**	**121**	**0.83**
OUR	**Our pplSpc Stu idw**	**J148S1L1par**	**1**	**131**	**0.76**
OUR	**Our pplSpc Stu idw**	**J088aS1L3par**	**1**	**158**	**0.63**
OUR	**Our pplSpc Nur idw**	**J148S1L1par**	**1**	**131**	**0.76**
OUR	**Our pplSpc Frd idw**	**J140S1L1par**	**1**	**116**	**0.86**
OUR	**Our pplSpc Frd idw**	**J094aS1L3par**	**3**	**125**	**2.40**
OUR	**Our pplSpc FanNr idw**	**J087aS1L2par**	**1**	**123**	**0.81**
OUR	**Our pplSpc FanNr idw**	**J082S1L3par**	**2**	**113**	**1.77**
OUR	**Our pplSpc FanNr idw**	**J088aS1L3par**	**1**	**158**	**0.63**
OUR	**Our pplSpc Sis roe**	**J127bS1L1par**	**2**	**140**	**1.43**
OUR	**Our pplSpc FamNr roe**	**J079aS1L3par**	**1**	**149**	**0.67**
OURS	**Ours pplGen idw**	**J077S1L3par**	**1**	**192**	**0.52**